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AUTHOR Malott, Karen; Taylor, Angela
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ABSTRACT

This core curriculum, in use at the Homemaker ReEntry Center at Northern Kentucky University, provides three units of materials that teachers can use to help homemakers make the transition to the world of work. The first unit, on personal development, covers such topics such as self-esteem, self-awareness, goal setting, decision making, sex role attitudes, stress management, time management, shyness, assertiveness, personal values, and skill identification and transfer. The second unit focuses on skills and abilities; it includes information on career assessment, career decision making, labor market demands, and evaluation methods. The final unit covers employability skills. It provides information on resumes, references, cover letters, thank you letters, job applications, interviewing skills, barriers to employment, job search processes, job advertisements, job salary guidelines, and employment planning. The three units contain individual lessons that consist of performance objectives, approximate time, materials needed, teacher preparation, learning activities, and evaluation methods. Activities and materials include pretests, games, role-playing, teaching methods, and resources. (KC)

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CAREER DEVELOPMENT CURRICULUM
FOR
SINGLE PARENTS/HOMEMAKERS

KAREN MALOTT AND ANGELA TAYLOR

HOMEMAKER ReENTRY CENTER
225 ALBRIGHT HEALTH CENTER
NORTHERN KENTUCKY UNIVERSITY
HIGHLAND HEIGHTS, KENTUCKY 41076

1987

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PREFACE

During the past seven years the Northern Kentucky University Homemaker ReEntry Center has grown from a counseling and job seeking skills center for displaced homemakers to an umbrella of multifaceted services for all women in the community. Although the scope of what we do (and for whom we do it) has expanded dramatically, our primary focus is still facilitating the transition from home to career. The problems of the women we work with today have changed little since that first group of women came through our doors in the summer of 1980.

When the Center was in its infancy and the staff was out in the community "beating the bushes" to find participants, we would describe our services as being like a bridge. We would say "when you have one set of values and one lifestyle and find yourself headed into something new the transition is like being on a bridge with no handrails." We became those handrails and that bridge for many women. A bridge became the symbol for everything we do. We are not the new life, but simply the connection and helping hand on that journey.

This curriculum, too, was developed in the same spirit of bridging gaps and providing support to single parents and homemakers starting on that difficult journey from home to the world of work. Recognizing that the backgrounds from which these women come and the needs which they bring are varied, we have developed a curriculum designed to aid them in their transition to the world of work.

It may be helpful to have a better understanding of how this curriculum is being utilized at the Homemaker ReEntry Center. Currently, there are seven training components offered and this career development curriculum is taught as a part of each. The following list reflects the components and the total amount of career development training time.

Refresher Employment Education - 60 Hours
Beginning Typing - 32 Hours
Advanced Typing - 24 hours
Receptionist - 12 Hours
Bookkeeper/Bank Teller - 24 Hours
Word Processing - 44 Hours
Job Workshop - 45 Hours

The approximate time is provided for each exercise and facilitators are encouraged to utilize the exercises in the most flexible manner to meet the participants' needs.

We wish to express our thanks to the following people for their commitment to teamwork which has made this curriculum possible: Doris Bailey, Pat Borne, Susan Patterson, Christine Richardson, Cliff Shisler, Gail Wight, Janice Wilkerson, and Carol Young. Their talents are greatly appreciated!

PART ONE PERSONAL DEVELOPMENT

The first part of this curriculum is directed toward personal development. For most participants the transition through which they are working creates self-doubt, stress, anxiety about the future and confusion about where to begin. Personal development focuses on creating the support systems, personal awareness, coping skills and processes for meeting the challenges that each participant faces.

Small group work and discussion are important facets of every topic covered in personal development. Some topics are given specific (and sometimes lengthy) instructions to meet the designated performance objectives. Other subjects may be more appropriately covered through guest speakers from the professional community.

It is suggested that legal issues, parent/child issues, budget issues and health issues can be covered most effectively and comprehensively by professionals in these fields. Participants may be asked to submit specific questions in these areas before the speaker comes to the class. It can be helpful to the speaker in preparing the presentation and assures coverage of participant needs.

As time and talent permit, we also recommend the following:

journal writing	library visits and instruction
field trips to businesses	ongoing support groups
visits by hair stylists	speakers on adult development
make-up demonstrations	campus tours
facilitator/participant contracts	individual counseling
speakers from local crisis center	voter registration
role models as speakers	organization of advocacy group
monthly newsletters	periodic social functions for alumni
successful single parent/homemakers as speakers	

You might want to develop a semi-annual Clothes Fair to provide appropriate business attire for your participants. Women's professional groups, church women, retail outlets and other individuals in your community may be asked to donate appropriate clothing. This event can be a real boost in starting a career wardrobe for women who have been homemakers for some time.

The creation and development of a single parent/homemaker resource library provides complementary reading to the participants as they proceed with their transition. Weekly book reviews help to increase interest in the resources at hand.

A personal development resource list appears at the end of Part One. Information for lecturettes may be found in these materials.

Evaluation questions appear with most activities. A more structured evaluation of the personal development section may be accomplished through administering the pre-test and post-test that appear in this section.

The choice of activities and flexibility of activity time allows each facilitator to create a program that will fit the time frame desired.

PRE-TEST
PERSONAL DEVELOPMENT

NAME: _____ DATE: _____

1. Please list three components of the self.
a. _____ b. _____ c. _____
2. Name two personal goals that you would like to attain in the next year.
a. _____ b. _____
3. What are the three basic requirements for decision making?
a. _____ b. _____ c. _____
4. What are your three highest personal values?
a. _____ b. _____ c. _____
5. Please define androgynous.

6. Name three reactions to stress.
a. _____ b. _____ c. _____
7. Name three ways you can minimize the effects of stress in your life.
a. _____
b. _____
c. _____
8. Name one method of facilitating time management as you re-enter training or work.

9. What are the two types of shyness?
a. _____ b. _____
10. What are three of the four steps to overcoming shyness?
a. _____ b. _____ c. _____
11. Define self-esteem.

12. Name three strategies for increasing self-esteem.
a. _____
b. _____
c. _____
13. Define the following:
a. Assertiveness _____
b. Active Aggressiveness _____
c. Passive Aggressiveness _____
d. Non-Assertiveness _____

Page 2
Pre-Test
Personal Development

14. Name two assertive rights.

a. _____
b. _____

15. What are the two most important roles you play in life?

a. _____ b. _____

16. Name two skills that you are able to perform well.

a. _____ b. _____

INTRODUCTION GAME

PERFORMANCE OBJECTIVE: To introduce group members and facilitate memorization of names.

APPROXIMATE TIME: Twenty to thirty minutes

MATERIALS: None

PREPARATION FOR ACTIVITY: Arrange chairs in circle

ACTIVITY: Participants are asked to introduce themselves by sharing their name and one fact about themselves with the group.

The person seated to the left of the facilitator is asked to begin. Proceeding clockwise, each person is asked to repeat the introduction(s) before introducing one's self. The facilitator will be last and will repeat the names and facts about each participant for the group.

An option is to repeat the game in reverse order.

EVALUATION: Not applicable

BUILDING GROUP RAPPORT

PERFORMANCE OBJECTIVE: To build group rapport through self-revelation.

APPROXIMATE TIME: One to one and one-half hours

MATERIALS: Paper and pencils

PREPARATION FOR ACTIVITY: None Specific

ACTIVITY: Facilitator introduces this activity by sharing a brief self-description with the group.

Participants are asked to write a self-description which will be shared with two other group members. Self-descriptions may be written in any format--essay, phrases, adjective list--and will not be graded or critiqued in any way. It is important that participants know that for this activity content is important and writing style and ability are not!

The group is then divided into triads. These small groups are asked to share with each other the information and thoughts that have been assimilated through the self-descriptions.

The triads are re-assembled into the larger group to reflect and report on the sharing process that has just been completed.

EVALUATION:

- 1) Do group members report discovering similarities among themselves?
- 2) Do group members appear to interact more readily?

INCREASED SELF-ESTEEM THROUGH POSITIVE FOCUS

- PERFORMANCE OBJECTIVE:** To facilitate the increase of self-esteem in participants through reinforcing past achievements.
- APPROXIMATE TIME:** One hour to one and one-half hours
- MATERIALS:** Paper and pencils; gummed stars
- PREPARATION FOR ACTIVITY:** Facilitator will prepare lecturette on positive versus negative focus.
- ACTIVITY:**
- Introduction to this activity is a lecturette on the culture's focus on negativity and the need to re-focus on the positive. Participants are encouraged to identify the number and variety of successful experiences they have had.
- The group is asked to divide their lives into the following approximate segments: birth to 6 years; 6 years to 12 years; 12 years to 18 years; 18 to 25 years; 25 to 35 years; 35 to 45 years, and in ten year increments to wherever they are now.
- Participants are then to recall one to three successes they achieved during each life segment. Successes may be as basic as learning to walk, to read, or to ride a bike and/or include awards won, family endeavors and personal growth and development.
- Group members then sit in a circle and share their list of achievements with the group. As each person shares, the group is asked to listen and to praise the successes they admire most. Additionally, group members may voluntarily go to the person who has just shared and place a star on that person's paper for any achievement that is particularly significant to them. An example might be a person who learned to drive at age 40 being rewarded for her courage to do so. The person giving the star tells the whole group why they feel the achievement is particularly significant.
- The facilitator ensures that every participant is reinforced for some success. The activity is concluded with a summarization of the diversity of the achievements of the group and reinforcement of the need for positive focus.
- EVALUATION:**
- 1) Did every group member both give and receive positive reinforcement?
 - 2) Are group members more comfortable in sharing the successes of their lives?

SELF-AWARENESS

PERFORMANCE OBJECTIVE:	To increase participants' self-awareness through defining the self.
APPROXIMATE TIME:	One hour
MATERIALS:	Handouts, pencils
PREPARATION FOR ACTIVITY:	None
ACTIVITY:	Facilitator will work through handout with group, allowing ample time for discussion throughout the exercise.
EVALUATION:	1. What are the three components of the self? 2. What are three ways of viewing the self? 3. Can participants identify two things they <u>really</u> like about themselves and two things they would like to change?

SELF-AWARENESS

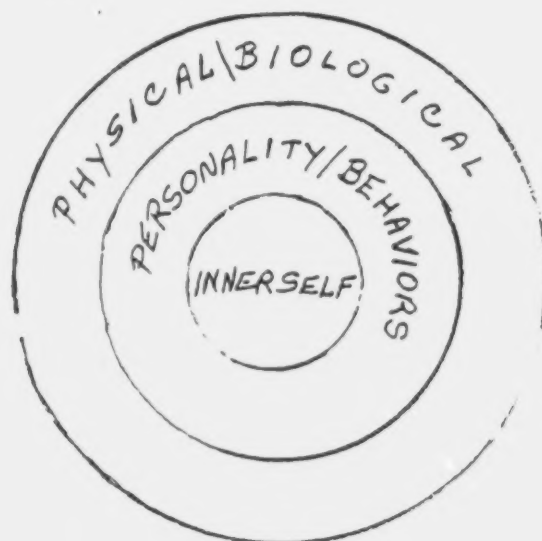
Exercise I

Which of the following statements applies to you?

- _____ I wish I knew myself better.
- _____ I really want to understand myself.
- _____ I wish I could control myself.
- _____ I wish I were more in touch with myself.

As you work your way through this life transition, you may ask yourself, "Who am I," or "How do I see myself?" Many times we have been so busy taking care of other people and being identified by our connection to them that we have failed to clearly define ourselves.

We can look at ourselves as having three components. These components are 1) the biological/physical; 2) the personality and behaviors; and 3) the spiritual or inner self.



As you can see, the physical aspects are most visible as they are on the outside. Anyone who comes into contact with us can see this part. It includes our body size, hair, face and the way we choose to groom those areas. Write down a few phrases that describe what people see when they view this part of you.

_____	_____	_____
_____	_____	_____
_____	_____	_____

Exercise I - Page 2
Self-Awareness

Do you like what this part of you says to the world? How many of your phrases are positive _____? Negative _____? For any negative phrase, please write next to that phrase what you might do to improve that aspect of your physical self.

The personality is visible to fewer people. We reveal our personalities to people through communication. What words would you use to describe your personality?

_____	_____	_____
_____	_____	_____
_____	_____	_____

Are you pleased with the way you interact with the world through your personality? How many of your words are positive? _____ negative? _____. For any negative word in your personality list, please write next to that word how you might change that aspect of your behavior or personality.

The inner self is the most private part of ourselves. We share this part of ourselves with only a chosen few. This aspect of self includes your values, beliefs, dreams and fears. Write a paragraph that describes the inner you.

The spiritual or inner self aspect of each of us is the most difficult to change. Are your values and beliefs congruent with your life today? Are your fears realistic? Are you able to use your dreams to fulfill your life?

Is there anything you would like to change about your inner self?

Exercise I - Page 3
Self-Awareness

There are three ways to view this 3-part self:

- 1) by our own perception
- 2) through the perception of others as they communicate with us
- 3) through the environment, such as the media and everyday happenings

Do you know of any other ways to gather information about yourself?

After looking at all of this information, we form a conclusion somewhere between "I really like myself: and "I can't stand myself." Where would you put yourself on that continuum?

I really like myself: _____ I can't stand myself

Wherever you marked your view of yourself, you can always work for change and improvement.

The self is:

- 1) uniquely personal
- 2) universally human

The self can be continually fresh and new. You have many choices in creating a self that you really like.

CHANGE requires COURAGE, MOTIVATION and PLANNING.

You have already demonstrated courage in coming to this program. Motivation requires identifying the reasons for change and looking for the meaning in your life. Effective change calls for realistic planning.

What two aspects of your self are you really pleased with?

1. _____
2. _____

What two aspects of your self would you like to change?

1. _____
2. _____

Do you have the courage to change?

What is your motivation to change?

Exercise I - Page 4
Self-Awareness

Describe a three-step plan to make each of these changes you would like to achieve.

1. a. _____
b. _____
c. _____
2. a. _____
b. _____
c. _____

GOOD LUCK!

COLLAGE OF FUTURE GOALS

- PERFORMANCE OBJECTIVE: To facilitate the participants' identification of future goals through graphics.
- APPROXIMATE TIME: One and one-half to two hours
- MATERIALS: Large construction paper; scissors; rubber cement; large collection of expendable graphic magazines
- PREPARATION FOR ACTIVITY: Collect magazines
- ACTIVITY: Participants are asked to select and cut pictures, slogans and symbols from magazines to illustrate their fantasy or vision of how they would like their future life to be. They then assemble their selection of cuttings on a large piece of construction paper to form a collage. When the collages are complete, members of the group sit in a circle and take turns showing and describing the individual collages.
- Collages may be hung in the classroom for the duration of the workshop.
- EVALUATION:
- 1) Did each participant assemble a collage?
 - 2) Did each participant explain the collage to the group?
 - 3) Did each participant have a clearer idea of what they would want their goals to be?

GOAL SETTING

PERFORMANCE OBJECTIVE:	To assist students in setting attainable goals and establishing a structure for reaching these goals.
APPROXIMATE TIME:	One hour to one and one-half hours
MATERIALS:	Handouts, paper, pencils, index cards
PREPARATION FOR ACTIVITY:	Prepare discussion on the importance of goals for direction in life.
ACTIVITY:	Facilitator will lead discussion on the importance of goals in mapping direction in life. The exercise should be done in small groups, allowing time for discussion among the participants. Emphasize setting goals that are attainable. Discuss establishing a structure for reaching goals by breaking them down into steps. It is also important to identify barriers to goals and how to eliminate those barriers. Please stress that the Life Line may appear to be different during different stages of life. When the participants have completed the exercise, have them transfer their four goals to index cards and tape them to the front of their class notebook.
EVALUATION:	1) Can participants identify significant events in their life? 2) Can participants develop steps to reach a goal? 3) Can participants identify barriers to a particular goal?

GOAL SETTING

Exercise I

Draw a large circle on this page. Put an asterisk at "twelve o'clock" on the circle to designate the beginning and end of your life. To the right of the asterisk will be your birthdate and to the left write 80+ years. Put the number, 20, at "three o'clock" to mark your 20th year; 40 at "six o'clock" for 40 years; and 60 at "nine o'clock" to designate your 60th year.

Mark your circle to show your age now, by writing today's date. Think back from birth until today and mark significant events in your life with symbols. Put the symbols on the circle at the age at which they occurred.

Now look ahead one year on the circle, and indicate a goal you would like to achieve by then. Do the same for five years from now, ten years from now and at age 65.

Page 2
Goal Setting

What events between birth and today were most significant to you?

1. _____
2. _____
3. _____

Were there more positive or negative events during that time period?

_____ Positive _____ Negative

What was your role in those events? Did you make things happen or did events happen to you?

What goals did you set for the future?

1. _____
2. _____
3. _____

Are these goals attainable? For each goal, think about the steps needed to reach that goal. List four things that you can do to reach your one year goal.

1. _____
2. _____
3. _____
4. _____

List one task you can do today to get started on your way to your one year goal.

Today, I can _____

IS YOUR CUP HALF-FULL OR HALF-EMPTY?

DECISION MAKING

PERFORMANCE OBJECTIVE:	To assist students in developing an effective process for decision making.
APPROXIMATE TIME:	One hour to one and one-half hours
MATERIALS:	Handouts, pencils
PREPARATION FOR ACTIVITY:	Facilitator will prepare discussion on decision making that includes examples of major and minor decisions.
ACTIVITY:	Facilitator will introduce activity with brief discussion on choices we make each day. The small decisions, or choices, that we make as well as the more major ones determine our sense of success or failure. It is important that we are able to develop an effective process for making our decisions. The handout for Exercise I provides a vehicle for developing such a process. The group can work through the exercise together.
EVALUATION:	1) Can participants identify relevant information to make a chosen decision? 2) Can participants identify and prioritize personal values? 3) Can participants integrate information for the Safe-Wish strategy in making a decision?

DECISION MAKING

Exercise I

There are three basic requirements for effective decision making. The first is to gather adequate and relevant information. The second is to recognize and examine the personal values involved in the choice. After meeting the two aforementioned requirements, a strategy (or plan) can be implemented to take action on the decision.

Think about a decision that you will be required to make in the next month. Please write it down.

What information do you need in order to make that decision?

Money _____	Time _____
Skills _____	Interest _____
Product information _____	Commitment _____
Other _____	Other _____
Other _____	Other _____

Is that information all relevant? Is the information adequate? If not, what other information do you need?

What personal values are involved in making this decision?

_____ Honesty	_____ Comfort	_____ Prestige
_____ Security	_____ Religion	_____ Imagination
_____ Love	_____ Appearance	_____ Health
_____ Independence	_____ Wealth	_____ Loyalty
_____ Recognition	_____ Pleasure	_____ Challenge
_____ Inner peace	_____ Morality	_____ Altruism
_____ Others		

How do these values affect your decision? How important and pertinent are these values to your decision?

Exercise I - Page 2
Decision Making

When you have adequate and relevant information, and have recognized and examined your personal values, please answer the following:

1. List possible alternative actions.
 - a. _____
 - b. _____
 - c. _____
2. List possible outcomes of those actions.
 - a. _____
 - b. _____
 - c. _____
3. Estimate probability of outcomes of these actions.
 - a. _____
 - b. _____
 - c. _____
4. What is the desirability of the outcomes you have listed?
 - a. _____
 - b. _____
 - c. _____

Now that you have synthesized the relevant information with what you know about your values, you will need to answer two more questions. With this information, you are ready to utilize the Safe-Wish Strategy for decision making. Here are the questions:

1. Which choice of action do you feel is most likely to be successful for you?

2. Which choice of action do you desire the most, or wish for?

Are the answers the same? If not, is there a compromise solution? How much risk am I willing to take?

Some limitations to decision making:

1. What a person is capable of doing
2. What a person is willing to do
3. Limitations of a person's environment
4. Lack of awareness of personal values
5. Lack of experience in making decisions
6. A person's fear of taking risks

Exercise I - Page 3
Decision Making

IMPORTANT

Discuss ineffective approaches to decision making:

- 1) avoidance
- 2) excessive caution
- 3) impulsive action

After reviewing all of this exercise and discussing it with my group, the conclusions I have come to about my decision are that I will _____

ATTITUDES TOWARD SEX ROLES SCALE

- PERFORMANCE OBJECTIVE: To facilitate the students' understanding of androgynous attitudes and gender-bound traditional attitudes; to determine their own attitudes and to see how those attitudes affect life choices.
- APPROXIMATE TIME: Two hours
- MATERIALS: Attitudes Toward Sex Role Scales (Handout I); paper and pencils
- PREPARATION FOR ACTIVITY: Facilitator will prepare lecturette on androgyny as it relates to expanded and limited options, and prepare discussion format to include questions that will facilitate students' understanding of impact of sex role attitudes.
- ACTIVITY: Facilitator will hand out copies of Dr. Peggy Hawley's "Attitudes Toward Sex Roles Scale" without an introduction to the topic. The directions are to be read to the group. Emphasis should be given to responding to the scale as one really feels, and not as they feel they should respond.
- After all participants have completed scale, facilitator will read directions for scoring the scale. When participants have completed the scoring process, the facilitator will present lecture on androgyny as it relates to expanded and limited options.
- Discussion that has been structured to facilitate students' understanding of the impact of sex role attitudes on limiting and expanding choices will follow lecturette.
- The activity closes by asking students to write definitions of androgynous attitudes and gender-bound attitudes and to write a paragraph on how their scores on the Hawley scale affect their life choices.
- NOTE TO FACILITATOR: The Attitudes toward Sex Roles Scale was developed by Dr. Peggy Hawley, San Diego State University. Please forward results (and demographics of sample group) to: Dr. Peggy Hawley, Coordinator
Graduate Programs & Research
College of Education
San Diego State University
San Diego, CA 92182

Page 2

Attitude Toward Sex Roles Scale

EVALUATION:

- 1) Did students determine a score on the "Attitudes Toward Sex Roles Scale"?
- 2) Are students able to define androgynous attitudes and gender-bound attitudes?
- 3) Are students able to determine how their scale scores affect life choices?

ATTITUDE TOWARD SEX ROLES SCALE

Very strongly agree	Strongly agree	Agree	Disagree	Strongly disagree	Very strongly disagree	
						1. Women should be the "power behind the man" and not the one "out in front."
						2. Men and women should share both the responsibilities and privileges of life equally.
						3. Truly feminine women let the man believe he is boss even when this is not true.
						4. Women should express their opinions honestly, even if this is in disagreement with a man.
						5. It is appropriate to divide work into man's work and women's work.
						6. Men and women should be paid equal wages if they are doing the same work.
						7. Men should make the final decision in financial matters and women should make the final decisions concerning the home.
						8. Women can think as logically as men.
						9. Acting helpless makes a woman appear more feminine.
						10. In a business setting, the woman who acts "sexy" is not behaving appropriately.
						11. Women should act naive (for example, pretend not to understand in order to make a man look more knowledgeable.
						12. The most important characteristic for a wife is <u>not</u> physical attractiveness.
						13. The best way for a woman to get her way with a man is to use feminine "wiles" and tricks.
						14. Acting helpless does <u>not</u> make a woman appear more feminine.

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Exercise I

Shyness

- I. To be shy is to be afraid of people--especially people who for some reason are emotionally threatening:
 - a) strangers because of novelty and uncertainty
 - b) authorities who wield power
 - c) members of the opposite sex--represent potential intimate encounters
- II. In a survey of over 5000 persons, Philip Zimbardo, of Stanford, found shyness common to 80% of all those surveyed at least at some point in their lives.

Results of the Stanford Shyness Survey

80% shy at some point in life
 40% presently shy
 25% chronically shy
 4% true blue shy
 - all the time
 - all situations
 - with all people

- III. Zimbardo describes three aspects of shyness:
 - a) Outward Behavior Signs
 - 1) reluctance to talk
 - 2) unable to make eye contact
 - 3) too soft speaking voice
 - 4) avoid other people or fail to take initiative
 - b) Physiological Symptoms
 - 1) anxiety
 - 2) pulse rate
 - 3) blushing
 - 4) perspiration
 - 5) "butterflies"
 - c) Feeling Symptoms
 - 1) embarrassment
 - 2) self-consciousness
 - 3) inadequacy
- IV. Because shy people repeatedly fail to express themselves, they are less effective in shaping their world. People relate to others by bargaining and negotiating--for services, commitments, time, security, love, etc.

Examples of situation where we negotiate: relationships--dating--
 person to help with car repair--class time--enhanced communication

Very strongly agree	Strongly agree	Agree	Disagree	Strongly disagree	Very strongly disagree	
						15. A woman should work only if she can do so without interfering with her domestic duties.
						16. It is possible for women to combine home and career and do both successfully.
						17. The best way for a woman to show her love for her family is to dedicate her time to being a homemaker.
						18. Women whose only interests are in her home and family tend to be less interesting people than women with broader interests.
						19. Most working women want equal opportunities with men yet they demand special "feminine privileges" at the same time.
						20. Women should follow any vocation they wish, even if this violates tradition.
						21. It is only natural for women to be interested in people and men to be interested in ideas.
						22. Women can work in any vocation without appearing masculine.
						23. A woman's place is primarily in the home.
						24. Many men will work for a woman as long as she is fair and competent.
						25. Well-paying jobs should go to men with families to support.
						26. There is no genetic (inborn) difference between the sexes in general intellectual ability.
						27. A wife should not compete with her husband in his own area of endeavor.
						28. Married women should be able to have both male and female friends.

Very strongly agree	Strongly agree	Agree	Disagree	Strongly disagree	Very strongly disagree	
						29. It is not possible to maintain a romantic relationship when a woman beats a man "at his own game."
						30. A college education is equally important for males and females.
						31. Modern women are too competitive.
						32. It is just as important for women to be intellectually capable as it is for men.
						33. As a general rule, males are genetically (naturally) capable in some areas and women in others.
						34. It would be appropriate for a woman to be President of the United States if she were qualified.
						35. The best guarantee of a good marriage is for the wife to be submissive to her husband.

The Attitudes Toward Sex Roles Scale was developed by Dr. Peggy Hawley, San Diego State University. Please forward results to:

Dr. Peggy Hawley, Coordinator
 Graduate Programs & Research
 College of Education
 San Diego State University
 San Diego, CA 92182

ATTITUDES TOWARD SEX ROLES SCALE

Scoring Key

Directions:

All even-numbered items are worded so that affirmative answers are considered "androgynous" or not sex-based. The key for these androgynous items is as follows:

agree = 3	disagree = 4
strongly agree = 2	strongly disagree = 5
very strongly agree = 1	very strongly disagree = 6

All odd-numbered items are worded so that affirmative answers are considered "dichotomous" or sex-based. The key for these dichotomous items is as follows:

agree = 4	disagree = 3
strongly agree = 5	strongly disagree = 2
very strongly agree = 6	very strongly disagree = 1

Interpretation of scores:

High scores on this instrument indicate dichotomous, gender-bound, traditional attitudes. Low scores indicate androgynous attitudes in which the respondent tends not to distinguish between male and female characteristics in the circumstances specified. Because the range of scores is from 35 to 210, those means which are below 88 on the scale can be considered to fall on the androgynous half of the continuum, and those above that figure on the dichotomous half.

STRESS MANAGEMENT

PERFORMANCE OBJECTIVE:	To facilitate the management of stress through understanding what stress is, understanding reactions to stress and developing a set of personal guidelines for minimizing the effects of stress on the individual.
APPROXIMATE TIME:	One hour to one and one-half hours
MATERIALS:	Handouts, pencils
PREPARATION FOR ACTIVITY:	Facilitator will prepare lecturette on stress and stress management.
ACTIVITY:	Facilitator will introduce topic of stress and idea of each person's ability to manage the stress in that individual's life through understanding and active participation in a personally designed stress management program. Emphasis should be placed on the fact that stress can be both positive and negative, and that stressful events do not have to be major events. There are two exercises (handouts) for this topic. Exercise I is about stress and reactions to stress; Exercise II offers some guidelines for developing an individualized plan for minimizing and managing the effects of stress and includes a format for doing so.
EVALUATIONS:	1) Can participants define stress and name three reactions to stress? 2) Did participants develop an individualized plan for managing stress?

STRESS

Exercise I

Stress: What It Is

Hans Selye defines stress as a non-specific response of the body to any demand upon it. Stress can be productive to our bodies or it can be destructive. Being involved in a car accident and getting a promotion are both stressful events. Getting married and getting divorced are both stressful events. All of these occurrences put demands on us. Stress is the reaction to the demand.

What are some other stressful events?

Name six stressful events in your life in the past six months.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

There are three basic reactions to stress. They are:

- a) emotional --- fear, anxiety, joy, anticipation, anger, apathy, frustration
- b) physical (or psychosomatic) --- Made my "skin crawl", "hair stand on end" or "someone is a pain the rear" (denotes actual physical reaction to stress) or I had "butterflies in my stomach"
- c) physiological --- mild to severe headaches, ulcers, heart disease, essential hypertension, sexual dysfunction, diarrhea, insomnia, change in breathing patterns

Do you currently have any symptoms that might be reactions to stress?
If so, please list.

Individuals vary in how they react to stressful situations. What is distressful to one person may not be so to another person. People also choose different coping mechanisms to deal with life. Some are more effective than others. The next exercise will allow you to develop a personal plan to manage the stress in your life.

Selye, Hans. Stress Without Distress. New York: Signet Books, 1974.

STRESS
Exercise II
Stress: How To Manage It

The following are some guidelines for minimizing the effects of stress in our lives. Move into small groups and discuss the guidelines. Think about specific ways in which you can utilize the guidelines to develop your own individual plan for stress management.

- Take time for yourself each day. It can be fun and relaxing and doesn't have to cost anything.
- Maintain a good sense of humor and learn to appreciate the absurd in life.
- Take responsibility for your own physical well-being. Take daily walks and eat and drink in moderation.
- Learn to celebrate the "now" in life, as well as setting reasonable goals for the future.
- Learn to empty your mind on a daily basis through meditation or relaxation.
- Make new friends and keep old friends. Remember, we find in others what we want to find.
- Learn to be challenged by problems. Everybody has them.
- Learn to give up anger and unhappiness in your life. These are learned responses and you have other choices.
- Be enthusiastic and optimistic, when appropriate. It is better to be an optimist and wrong than a pessimist and right.
- Learn to be assertive. You will have fewer conflicts and increase your self-respect and your respect for others.

After your group discussion, use the following format to develop your plan.

MY PLAN TO MINIMIZE STRESS IN MY LIFE

1. I will spend _____ minutes a day on myself for the next two weeks. Some things I will do during that time are _____ and _____.
2. Three things that have made me laugh (or at least chuckle) recently are _____
and _____.
3. Walking is fun and healthful. I will start out by walking for _____ minutes everyday for the next week. Because I will feel so much better, I will increase the time to _____ minutes a day the next week!

4. What is happening right now that is cause for at least a small celebration? _____
Is it something that can be repeated? _____
5. I am worried about _____ and _____.
If I could empty my mind, those things would not cause me stress -- at least for a while. There is probably some "excess baggage" in my mind that I could pour out forever. One of those things is _____
6. I haven't talked to my old friend, _____, for a long time. I think I will call _____ (when) _____ and say "hello." Maybe I'll make a new friend in this group.
7. _____ is really a problem to me. One way I can start to solve that problem is by _____ I'll start right now!
8. I'm really angry about/at _____. It is only hurting me. I think I'll give it up. Also, I don't want to be unhappy about _____ anymore. I think I'll give that up, too.
9. So many good things happen in life. I really look forward to _____ I will do everything I can to do that again within the next _____ weeks.
10. I like myself. I feel that _____ is taking advantage of me by _____. I know _____ really doesn't want to upset me. I am going to be honest with _____ and tactfully, directly and respectfully tell her/him how I feel about her/his behavior.

Which three of these suggestions from your plan are most important to you?

1. _____
2. _____
3. _____

Start on your stress management plan today-as soon as you get home, or better still, right now.

TIME MANAGEMENT THROUGH PRIORITIZATION AND SHARING OF TASKS

- PERFORMANCE OBJECTIVE: To teach participants time management skills through task prioritization and scheduled task sharing.
- APPROXIMATE TIME: One hour to one and one-half hours
- MATERIALS: Paper, pencil, handout
- PREPARATION FOR ACTIVITY: Facilitator will prepare lecturette on expected changes in time structuring for participants as they enter training and work.
- ACTIVITY: Facilitator will present lecturette on need for re-structuring time. Participants will be asked to list tasks for which they are responsible. The list will then be arranged as tasks are prioritized. Discussion should follow in small groups. Focus should be on the following: 1) could some tasks be done less frequently; 2) could some tasks be eliminated; 3) could some tasks be performed by other household members; and 4) could some tasks be done using less energy and less time. Participants should modify their lists as appropriate.
- Using the modified/revised list each participant will complete a trial schedule (see handout). The schedule is designed for four household members but may be adapted for any number.
- Tasks should be assigned equitably according to ability and other responsibilities of all household members. Each participant may substitute tasks more appropriate to the household in which they live. The schedule is most effective when tasks are rotated on a monthly basis.
- Children are not likely to volunteer to structure and accomplish tasks on their own because a parent has new responsibilities. Most children will respond to fairly distributed tasks when asked to do so in a spirit of cooperation. Penalties, such as lost privileges, may be assigned when tasks are not completed as assigned.
- EVALUATION:
- 1) Did participants list and prioritize tasks for which they are responsible?
 - 2) Did participants complete a schedule for their own household?

SAMPLE

Exercise I

31

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NAME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Participant	day off	do dishes	prepare dinner	grocery shopping	do dishes & take garbage out	prepare dinner & wash	help youngest child prepare single & snacks & other cleaning
Child 6 y. old	set table & help with dishes	straighten living room	fold towels	day off	clean own bedroom	set table & help with dishes	help mother prepare single dinner
Child 12 y. old	do dishes & take out garbage	prepare dinner	wash towels and other linens	prepare dinner	day off	clean own bedroom	do dishes
Child 17 y. old	prepare dishes & chip coupons for grocery shopping	clean bathroom	do dishes	clean kitchen	prepare dinner	clean own bedroom	day off

* Each person keeps personal items picked up and put away. * Each person responsible for folding & putting away laundry.
 * Each person helps with yard work, snow removal as needed.

SCHEDULE FOR FAMILY TASKS
Exercise I

NAME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

32

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33

40

SHYNESS

- PERFORMANCE OBJECTIVE: To assist participants in understanding, identifying and overcoming shyness.
- APPROXIMATE TIME: One half hour to one and one-half hours
- MATERIALS: Handouts, pencils, text, Shyness: What It Is. What To Do About It by Philip G. Zimbardo.
- PREPARATION FOR ACTIVITY: Facilitator will prepare lecturette on shyness as a barrier to making and implementing effective life choices.
- ACTIVITY: Facilitator will lead discussion on shyness based on information in the Zimbardo text and Shyness - Exercise I. Group members will be encouraged to share information about themselves as it relates to items on handouts.
- Exercise II must be used with Zimbardo text to assist participants in overcoming shyness.
- EVALUATION:
- 1) Can students identify two types of shyness?
 - 2) Can students identify situations in which they may feel shy?
 - 3) Can students name two strategies for overcoming shyness?

Exercise I - Page 2
Shyness

V. Zimbardo defines two types of shyness:

- a) Publicly Shy - The Shy Introvert focuses on:
- 1) behaving badly
 - 2) effect on others
 - 3) Do they like me?
 - 4) How do I look?

This type of shyness is the more problematic of the two types. It is also a circular problem in that -----

feelings affect performance--- affects how person is evaluated --
-- affects how person feels about self--- affects performance

- b) Privately Shy - The Shy Extrovert focuses on:
- 1) feeling badly
 - 2) mind turned inward with negative content
 - 3) feelings of inadequacy or inferiority

SOME SITUATIONS THAT MAKE PEOPLE FEEL SHY

opposite sex	social situations
authorities	being evaluated
being of lower status	being focus of attention
strangers	large groups
new situations	vulnerability

Adapted from: Zimbardo, P. Shyness: What It Is, What To Do About It.
Reading, MA: Addison - Wesley Publishing Co.,
1977.

Exercise II

OVERCOMING SHYNESS

from Shyness: What It Is, What To Do About It
by Philip G. Zimbardo

FOUR STEPS

1. UNDERSTANDING YOURSELF
Analyze your values, likes, dislikes, basis for beliefs,
lifestyle you live
2. UNDERSTANDING YOUR SHYNESS
Stanford Shyness Survey pp. 134-142
Taking Risks pp. 146
Loneliness pp. 146
3. BUILDING YOUR SELF-ESTEEM
"15 Steps To A More Confident You" pp. 158-160

When doing self-evaluation, be aware of:
a) inappropriate models for comparison
b) focusing on product and not process of becoming
c) hidden cost of success
d) goals relative to standards of a given time and setting
e) living out other people's scripts
4. DEVELOPING YOUR SOCIAL SKILLS
Using a role
Saying "Hello"
Safe conversations
Compliments
Active listening

Becoming A Social Animal pp. 182

HELPING OTHERS OVERCOME THEIR SHYNESS

"Be something to other people that will enable them to be more to themselves."

As parent, teacher, friend--give unconditional love and/or acceptance so that other persons can accept what they are while trying to become something more.

Give compliments -- BE SPECIFIC

"Where success is defined as being 'the best'--isn't failure what's left over for everyone else?"

SELF-ESTEEM

PERFORMANCE OBJECTIVE:	To facilitate the participants understanding of self-esteem through definition and identification of influences on self-esteem in order to develop a personalized plan to increase the self-esteem of each participant.
APPROXIMATE TIME:	Two hours
MATERIALS:	Paper, pencil and handouts
PREPARATION FOR ACTIVITY:	Facilitator will prepare lecturette on building self-esteem as an ongoing process. The following exercise will serve as a catalyst to begin this process.
ACTIVITY:	Facilitator will present lecturette on building self-esteem as an ongoing process. The participants will be asked to work through Exercise I on self-esteem in small groups. The exercise designates appropriate discussion times. The facilitator will offer guidance and feedback throughout the exercise.
EVALUATION:	1) Can participants define self-esteem? 2) Can participants identify specific influences on their self-image? 3) Can each participant develop a personal plan to increase self-esteem?

SELF-ESTEEM

Exercise I

"Self-esteem is an evaluation of your own worth based on your perception of how you compare to others."

Problems may arise when we choose inappropriate persons with whom to compare ourselves. Who are some people with whom you may be comparing yourself--for how you look, for your achievements, for your intelligence and ability and for your "success"?

_____ Jane Fonda	Other
_____ Gloria Steinem	_____
_____ Martha Layne Collins	_____
_____ Your mother	_____
_____ An older sister	_____
_____ A teacher	_____

Are these comparisons realistic? Are they persons who are so outstanding that few people could be like them? Are they persons who have lived longer than you and have had more opportunity to develop themselves? Is your comparison between any of these people and yourself causing you to feel inferior?

DISCUSSION

We each have a mental photograph of ourselves. This photograph controls how we behave. It affects our appearance, our competencies and our social skills. This photograph, or self-image, determines our success!

What words would you use to describe the mental photograph you carry of yourself?

_____ intelligent	_____ expressive	other words
_____ artistic	_____ enthusiastic	_____
_____ dumb	_____ friendly	_____
_____ fat	_____ independent	_____
_____ too tall	_____ assertive	_____
_____ pretty	_____ lazy	_____
_____ well-coordinated	_____ too short	_____
_____ awkward	_____ negative attitude	_____
_____ attractive	_____ victim	_____
_____ hard worker	_____ happy	_____
_____ shy	_____ sad	_____

Were the words you chose positive? Is your photograph one that you like? Are there facets of yourself that you might change to make the photograph better? Are you highly critical of yourself? Do other group members see positive descriptors that fit you that you did not include? What are your strengths? What are your limitations?

DISCUSSION

Exercise I - Page 2
Self-esteem

There are many influences that affect how we see ourselves. Three major influences are family, friends and the media. Some influence is obvious and some is subtle. Think about how each of these elements of your life has affected your self-image.

Write down some words that members of your family might use to describe you. If you have (or had) a nickname, include that name and how you got the name.

Family Descriptors of me

Are your family descriptors positive words? Does your perception of your family's view of you increase your self-esteem? Which family member helps you to feel best about yourself? Why? What does your nickname mean to you?

DISCUSSION

Write down the initials of a friend who you feel brings out the best in you. Also list the friend who brings out the worst in you. How do they differ? List some adjectives under each set of initials that describe how that friend makes you feel.

XXX - _____ friend(best)

XXX - _____ friend(worst)

Spend more time with friends and family who give you _____ and, less time with those who give you _____.

Exercise I - Page 3 Self-esteem

List the three TV shows that you watch most frequently. List the three magazines that you read most frequently. Describe three commercials that are most vivid to you.

<u>TV Shows</u>	<u>Magazines</u>	<u>Commercials</u>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____

How are women pictured in these media presentations? How quickly and easily are problems solved in these viewings and readings? Are the people like the real people that you know? Does anyone you know in "real life" solve a major crisis in 30 minutes? Are the characters and situations realistic? Do you compare yourself (consciously or subconsciously) to the characters that are portrayed on TV and in magazines?

DISCUSSION

Following are some suggestions for increasing self-esteem and enhancing your mental photograph:

- Know yourself and your values
- Set goals that are small and reachable
- Develop a support group that accepts you and will grow with you
- Don't tolerate people, jobs and situations that make you feel inadequate
- Take control of your life -- the choices are yours
- Take time for yourself
- Learn to be Assertive

Traits of High Self-esteem

poised
self-confident
optimistic

self-satisfied
enthusiastic
responsible

analyze criticism
action oriented

Exercise I - Page 4
Self-esteem

Traits of Low Self-esteem

low self-confidence	has difficulty accepting compliments
shyness	suffers in silence
doesn't like self very much	over-apologizes
may expect others to:	
a) make her/him happy	
b) meet her/his needs	
c) make her/his decisions	

Which of these high self-esteem and low self-esteem traits best describe you?

The "A's" of the self-esteem class are:

AWARENESS OF SELF

ACCEPTANCE OF SELF

ACCEPTING THE "OKAYNESS" OF HAVING HIGH SELF-ESTEEM

"The greatest barrier to achievement and success is not lack of talent or ability but, rather, the fact that achievement and success...are outside our self-concept, our image of who we are... The greatest barrier to love is the secret fear that we are unlovable. The greatest barrier to happiness is the wordless sense that happiness is not our proper destiny."

GOETHE

Philip G. Zimbardo, Shyness: What It Is, What To Do About It.
Reading, Mass.: Addison-Wesley, 1977, page 154.

ASSERTIVENESS

- PERFORMANCE OBJECTIVE: To introduce assertiveness as a process of behaving and thinking that can enhance the participants' self-esteem, increase the participants' ability to negotiate life issues positively and more clearly define individual rights and to maintain those rights.
- APPROXIMATE TIME: Six Hours (Six exercises ranging from fifteen minutes to two hours)
- MATERIALS: Handouts, pencils.
- PREPARATION FOR ACTIVITY: Facilitator will introduce topic and define purpose and objectives of assertive behavior.
- ACTIVITY: Specific exercises are found following this page. All six exercises may be used when time permits. Exercises III, V and VI may be modified to shorten time frames. Exercise IV may be omitted. It is suggested that Exercises I and II be covered thoroughly.
- EVALUATION:
- 1) Can participants define assertiveness, aggressiveness and non-assertiveness?
 - 2) Are participants able to identify individual problem areas?
 - 3) Did participants work together for solutions to problems?

EXERCISE I
(Time: 45 minutes)

Assertiveness - What is it?

Assertiveness is honest, balanced communication

- consider feelings of self and other
- takes responsibility for request and for feelings
- makes behavior goal oriented (do not invade another person's rights)
- communicates respect for person, but not necessarily for behavior
- uses "I" statements
 - I think
 - I feel
 - I want

good eye contact, good posture, good timing, facial expression matches message, listening

What are some other ways of behaving?

Active Aggressive behavior is one-sided -- seeks to meet needs of one person while violating another person's rights

- may be goal oriented, but at the expense of another person
- attacks person rather than behavior
- aggressor may feel righteous at the time of behavior and guilty later, while victim may feel humiliated and hurt
- uses blame and sarcasm
- makes "you" rather than "I" statements
- may use put-downs

dominating gestures (intrudes into other's space), condescending eye contact, sarcastic or loud tone of voice

Passive Aggressive behavior is one-sided -- expresses feelings in indirect or camouflaged manner

- does not express feelings directly
- may seem agreeable, but causes trouble later
- may use cruel humor
- may demean the other's feelings or needs
- manipulates others through knowledge of other's weaknesses

facial expression does not match feeling, may avert direct eye contact, tight facial muscles

Exercise I - Page 2
Assertiveness

Non-Assertive Behavior is emotionally dishonest, indirect, self-denying

- not goal oriented
- suffers in silence - may explode later
- fear of hurting others
- fear of risks
- assumes others know what you want and will take care of you
- stores up negative feelings
- sends double messages

poor eye contact, nervous gestures, slouched posture, weak or pleading voice, over apologize

The four types of behavior described above are choices of behavior that are available to each of you. Which behavior do you see yourself exhibiting most frequently now?

Give some examples of your behavior, if appropriate, in each of the following behavior types.

Assertive

Active Aggressive

Passive Aggressive

Non-Assertive

EXERCISE II
(Time: 15 to 30 minutes)

ASSERTIVE RIGHTS

Assertive Right I

You have the right and responsibility to control your own life.

Assertive Right II

You have the right to honestly express your feelings, beliefs and opinions.

Assertive Right III

You have the right to make and refuse requests without feeling guilty.

Assertive Right IV

You have the right to express your needs to another person.

Assertive Right V

You have the right to change your mind.

Assertive Right VI

You have the right to be treated with respect as a unique person.

Assertive Right VII

You have the right to not qualify your response or decision.

Assertive Right VIII

You have the right to be human and not to be liked by everyone.

Assertive Right IX

You have the right to choose not to serve the needs of another person at any given time.

Assertive Right X. XI. XII

Can you and your group add some additional assertive rights?

These are your rights -- and the rights of others. Stand up for your rights and respect the rights of others!

EXERCISE III

(Time: Up to two hours)

Identifying Problem Areas

Most people find they are able to behave assertively in some areas of life but have difficulty in other areas. Please look at the following list and mark those areas that cause you difficulty. Go back and circle the three items that cause you the most difficulty.

- _____ Accept a compliment from a woman
- _____ Accept a compliment from a man
- _____ Give a compliment to a woman
- _____ Give a compliment to a man
- _____ Request a favor of a family member
- _____ Request a favor of a friend
- _____ Request a favor of a stranger
- _____ Refuse a request from a family member
- _____ Refuse a request from a friend
- _____ Refuse a request from a stranger
- _____ Apologize when appropriate
- _____ Accept an apology
- _____ Express fear or anxiety
- _____ Refuse a date
- _____ Initiate request for a date
- _____ Express negative feelings to someone that you care about
- _____ Express negative feelings to a co-worker (or class member)
- _____ Ask for clarification when you don't understand what is being said
- _____ Apply for a job
- _____ Refuse to buy product or service from salesperson
- _____ Express honest emotions about relationship to significant other
- _____ Tell your boss you cannot work late
- _____ Ask for help when your workload (at home or in the workplace) is too great to handle
- _____ Ask a person who is bothering you in a public place to stop
- _____ Express your opinions/feelings in a group
- _____ Express affection to others
- _____ Express anger
- _____ Beginning conversations with strangers

When you have circled the three most difficult areas, move into smaller groups of three or four persons. Discuss your areas of difficulty with the group. If someone else in the group handles one of your areas of difficulty with ease, ask that person to share with you the manner in which they do so. Offer to do the same for anyone in your group that has difficulty in areas that you do not.

Think about why you may have difficulty in particular areas. Are you standing up for your rights? Are you aware of the other's rights? Would assertive behavior improve the situation?

EXERCISE IV
(Time: 30 minutes to 60 minutes)

Practice Areas for Assertive Behavior

Following are some specific situations in which you might practice assertive behaviors. Look at each situation and respond to it in four ways. First respond with non-assertive behavior and follow with an active aggressive and a passive aggressive response. Complete each practice situation with an assertive response. Find a partner with whom you can do the exercise. Ask for feedback from your partner after each situation. How did the other person feel after each response? How did you feel?

Change partners and be a listener if you were the person performing the task the first time.

1. Standing up for your rights. You have stood in line for ten minutes to pay for a purchase. Another shopper walks up to the counter when it is your turn and barges in front of you.

Respond:

2. Accepting a compliment. You have just completed a complicated report for your boss. She says "Thank you for finishing this report for me. You did an excellent job in organizing and presenting the information."

Respond:

3. Selling yourself in a job interview. The interviewer has talked with you for 20 minutes and says, "We have a lot of applicants for this job who are all equally qualified. Why should I choose you?"

Respond:

Exercise IV
Page 2

4. Initiating conversation with a stranger. You have just entered a room with 12 strangers in it, who, like you have come to attend a three day workshop. No one starts a conversation with you or even greets you.

Respond:

5. Refusing a reasonable request. A representative of a well known charitable organization phones you and asks that you solicit for funds on your street. You have solicited for this organization and two others for the past five years. You do not wish to do so this time.

Respond:

EXERCISE V

Role Playing To Improve Assertiveness

Select a problem area that you identified in Exercise III. List that problem here.

Problem: _____

Answer the following questions regarding that problem:

1. What are my rights in this situation?
2. What are the other person's rights in this situation?
3. What result do I want?
4. What feelings have kept me from behaving assertively in this situation before?
5. What personal body language do I want to be aware of in role playing this situation?
6. What is the most effective way I can state my assertive response?

This exercise works well in groups of three. One person uses assertive behavior to positively solve that individual's identified problem. The second person plays whatever role is necessary to provide a response to the problem solver. The third person acts as an observer to provide feedback.

The three persons switch roles until everyone feels more comfortable in dealing with the problems. If time permits, each person may select a second troublesome area. Participants can help each other by identifying behaviors that are not assertive during the role play.

Questions to answer after the role play:

1. Did I get the result I wanted?
2. Did I maintain my rights?
3. Did I respect the other person's rights?
4. How did I feel?
5. Was my body language appropriate?
6. Was my assertive response effective?

EXERCISE VI

The Advantages of Assertive Behavior

Think about the exercises you have completed. Write down some reasons that you feel the assertive behavior was helpful using the following headings:

How I feltResultsHow Other Person Felt

Were there any disadvantages?

How I feltResultsHow Other Person Felt

Discuss your view of the advantages and disadvantages with the groups. Do the advantages outweigh the disadvantages? If the answer is yes, you have started a lifelong process of learning to be more assertiveness.

PERSONAL VALUES -- ROLE PRIORITIZATION

- PERFORMANCE OBJECTIVE: To identify the personal value the person places on each important life role as it relates to career choice and commitment.
- APPROXIMATE TIME: One hour to one and one-half hours
- MATERIALS: Paper and pencils
- PREPARATION FOR ACTIVITY: Lecturette on life roles and personal values as they relate to career choice and commitment.
- ACTIVITY: This activity is introduced through a lecturette and discussion of life roles and personal values and how they relate to career choice and commitment to career.
- Group members are asked to tear off five strips of paper and write one of five personally important life roles they play on each strip. Choices might include mother, sister, friend, jogger, wife, daughter, worker, volunteer, tennis player, lover, etc.
- Large groups can be divided into smaller circles of 5 - 7 in a group, while smaller groups (6 - 9) can form one circle.
- Participants are now asked to rank order the five roles they have identified. Each participant will, in turn, drop the role that is least important to them. This process involves dropping the strip of paper that has that role written on it into the center of the circle, and telling the group how it feels to drop that role.
- After everyone in the group has completed the procedure of dropping the least important role, the process continues until all members have dropped four roles and are thus left with the one role they feel is the highest priority to them. Each member identifies that role for the group and explores ways in which the importance of that role affects career choice and commitment to career.
- EVALUATION:
- 1) Was each member able to identify and rank order five important life roles?
 - 2) Were group members able to relate role identification and value to career choice and commitment?

IDENTIFICATION AND TRANSFER OF SKILLS

- PERFORMANCE OBJECTIVE:** To identify participants' existing skills and generate ideas for the transfer of those skills to job/career areas.
- APPROXIMATE TIME:** Thirty to forty-five minutes
- MATERIALS:** Envelopes, 3 X 5 cards (or paper), pencils
- PREPARATION FOR ACTIVITY:** Lecturette on identification of skills participants have acquired through community involvement and everyday living.
- ACTIVITY:** Facilitator will present lecturette on identification of skills acquired through community involvement and everyday living. Group members are asked to give examples of things they think they do well, such as organize events, communicate effectively, keep records, listen well, organize and/or run children's activities, teach church school, etc.
- Following the discussion, the participants are asked to write their initials, and one statement of something they do well on the front of an envelope. The envelopes are then passed to the person on the participant's left. Each person reads the skill on the front of the envelope they are holding and writes down a job (on the 3 X 5 card or paper) where they think that skill would be helpful. The card is then put in the envelope and passed once again to the left. The process is repeated until the envelopes, filled with suggestions that transfer the person's current skill to a job area, are all returned to the originators.
- Each participant now has as many ideas for using an existing skill as there are members in the group. (For very large groups, it might be more appropriate to break into smaller groups of (8 - 10 persons.)
- EVALUATION:**
- 1) Was each participant able to identify at least one thing they are able to do well?
 - 2) Did each participant receive at least two different ideas on transferring that skill to a job/career area?

POST-TEST
PERSONAL DEVELOPMENT

NAME: _____ DATE: _____

1. Please list three components of the self.
a. _____ b. _____ c. _____
2. Name two personal goals that you would like to attain in the next year.
a. _____ b. _____
3. What are the three basic requirements for decision making?
a. _____ b. _____ c. _____
4. What are your three highest personal values?
a. _____ b. _____ c. _____
5. Please define androgynous.

6. Name three reactions to stress.
a. _____ b. _____ c. _____
7. Name three ways you can minimize the effects of stress in your life.
a. _____
b. _____
c. _____
8. Name one method of facilitating time management as you re-enter training or work.

9. What are the two types of shyness?
a. _____ b. _____
10. What are three of the four steps to overcoming shyness?
a. _____ b. _____ c. _____
11. Define self-esteem.

12. Name three strategies for increasing self-esteem.
a. _____
b. _____
c. _____
13. Define the following:
a. Assertiveness _____
b. Active Aggressiveness _____
c. Passive Aggressiveness _____
d. Non-Assertiveness _____

14. Name two assertive rights.

a. _____
b. _____

15. What are the two most important roles you play in life?

a. _____ b. _____

16. Name two skills that you are able to perform well.

a. _____ b. _____

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PART TWO

SKILLS AND ABILITIES

In the second part of this curriculum we would like to provide direction for helping participants assess their skills and abilities. This is always a most challenging experience as most participants arrive feeling that they have no work-related skills to be used in today's labor market. Our job is to help these participants identify their skills and abilities and also to help them identify abilities that perhaps they have, but have never before used in the labor market.

Currently we are using three interest inventories and the General Aptitude Test Battery which is provided by the local Department of Employment Services. After the participants take this aptitude test, the Department of Employment Services returns the participants' scores to us and we provide interpretation.

Recently, our Director, Karen Malott and Cliff Shisler, Sex Equity Specialist, created a new methodology and materials for working with participants as they progress through the stages of career decision making. The participants identify skills and abilities and then create a plan of action which includes attention to salary needs, hours of work per day, and other items which also have an affect on the family. These new materials have been well received, and we are excited about the positive changes we have seen in our participants due to this thorough approach to career decision making.

Let us close by saying that we find this section of our curriculum to be very reality oriented. For participants to make good decisions concerning their future careers they must be realistic about their skills, needs, and goals. We feel that with the use of innovative materials and methods we are helping our participants make career decisions that will guide them successfully through life transitions.

SELF DIRECTED SEARCH

- PERFORMANCE OBJECTIVE:** Participants will identify careers that match their interests as outlined in this interest inventory.
- APPROXIMATE TIME:** Three Hours
- MATERIALS:** Self Directed Search by John Holland
Occupational Outlook Handbook
Dictionary of Occupational Titles
Encyclopedia of Careers
- PREPARATION FOR ACTIVITY:** Facilitator should have sufficient copies of the test booklets and career resource books.
- ACTIVITY:** Facilitator should discuss the meaning of interest inventory with the group.
Participants should understand the importance of interest when selecting a career.
- Participants should then be provided with directions for taking the Self Directed Search. After answering all questions, the facilitator should assist with scoring.
- The facilitator should then assist participants in using the Self Directed Search Career Finder. When each participant has completed this phase of the inventory she/he should be given instruction concerning the use of the three career resource books. This instruction might include specific use of table of contents and indexes, information provided in each book and a system for recording what has been learned about specific occupations.
- Participants should be allowed reading time for each career resource book. Careers that are unfamiliar can be discussed together as a group.
- EVALUATION:** The facilitator may wish to have the participants hand in a list of careers that they have identified through reading which reflects their current career interests.

CAREER ASSESSMENT INVENTORY

PERFORMANCE OBJECTIVE: Participants will take the Career Assessment Inventory and participate in the interpretation of results.

APPROXIMATE TIME: Two Hours

MATERIALS: Career Assessment Inventory and Results
Charles B. Johansson, Ph.D.

PREPARATION FOR ACTIVITY: Facilitator should have sufficient copies of inventories.

ACTIVITY: Facilitator should explain to participants that the test will have to be mailed away for scoring and that this process will take approximately a week.

Participants should take the inventory and return form to facilitator.

Facilitator should return computer printout of results to participants and provide interpretation.

Facilitator should allow time for discussion of individual's results, and if possible match the results of this inventory with those on the Self Directed Search.

EVALUATION: Participants should have the opportunity to write about their feelings concerning the results of the Career Assessment Inventory. The facilitator may find it helpful to read the written responses in an effort to provide more individualized assistance to participants as they seek to identify their future careers.

CAREER DECISION-MAKING SYSTEM

- PERFORMANCE OBJECTIVE: Participants will complete the Career Decision-Making System and share results with group members.
- APPROXIMATE TIME: Two Hours
- MATERIALS: Career Decision-Making System by Thomas F. Harrington, Ph.D. and Arthur J. O'Shea, Ph.D.
- PREPARATION FOR ACTIVITY: Facilitator should have sufficient copies of inventory for participants.
- ACTIVITY: Facilitator should explain to the participants that this is the last interest inventory and all of the materials covered during this section will help them in making career decisions.
- Each participant should complete the entire inventory and discuss the results with the other participants.
- EVALUATION: The facilitator may wish to collect the completed inventories and study the results. It may also be helpful to have one-on-one meetings with each participant to allow them to express concerns which they did not wish to discuss in front of the group.

GENERAL APTITUDE TEST BATTERY

- PERFORMANCE OBJECTIVE: Participants will have the opportunity to take the General Aptitude Test Battery (GATB) and the results will be interpreted by the facilitator.
- APPROXIMATE TIME: Testing will take three hours and interpretation will take one hour.
- MATERIALS: The Department of Employment Services will provide test materials. The facilitator will need to provide the interest inventory that matches the GATB and the Guide for Occupational Exploration.
- PREPARATION FOR ACTIVITY: The facilitator will need copies of the interest inventory.
- ACTIVITY: The facilitator will need to make an appointment for each participant to take the GATB.
- The facilitator will have each participant take the interest inventory that matches the GATB.
- The facilitator will interpret the results of the GATB and return the interest inventory to the participants for them to keep.
- EVALUATION: The facilitator will have the participants write about their interests and aptitudes and also allow time for them to read the Guide for Occupational Exploration which matches the GATB.

MALOTT SHISLER HOLISTIC CAREER CONSTRUCT

- PERFORMANCE OBJECTIVE:** To facilitate long term career planning and short term training and job choices through the synthesis of relevant information into a holistic career construct.
- APPROXIMATE TIME:** Three to four hours
- MATERIALS:** Handouts for Personal Values, Skills, Work Environment Values, Salary Needs, Training and Career Construct; results of General Aptitude Test Battery (GATB), Self Directed Search, Career Decision-Making System and Career Assessment Inventory; video, "The Fable of He and She"; and the Occupational Outlook Handbook, Dictionary of Occupational Titles and Encyclopedia of Careers.
- PREPARATION FOR ACTIVITY:** Facilitator will set up video, assemble materials and prepare lecturette covering culture changes, how women limit their career options, stereotyped sex roles and career choices.
- ACTIVITY:** Facilitator will introduce activity with lecturette followed by video.
- Participants will be asked to complete handouts for personal values, skills, work environment values, salary, needs and training. This information along with each participants' results from the General Aptitude Test Battery, Self Directed Search, Career Decision-Making Systems and Career Assessment Inventory will be used to complete the Malott Shisler Career Construct.
- The five most important values on personal values and work environment values are transferred to the career construct. Information from the GATB is combined with information from the skills handout to complete the five choices on the aptitudes and skills section of the career construct. Salary needs and training information are transferred to the construct, also.
- Participants are asked to evaluate the six aspects of career choice they now have on the construct and prioritize according to their current situation. The numbers one through six can be written above the topics and circled.

Page 2
Career Construct

Facilitator will now ask participants to list four possible career choices that they have identified plus one nontraditional career that they may or may not have considered previously. The resource books are now utilized to ascertain how each career fits with the values, aptitudes, skills, interests, \$ needs and training availability they have determined for themselves.

When this research is complete, participants may want to consider compromises based on the priority ranking of the six aspects of career choice.

Discussion will follow on how to use the information that has been synthesized and evaluated to choose long term career goals and/or short term training and job choices.

It is important to emphasize to participants the rewards of developing short term goals that may serve as building blocks toward their long term goals.

PERSONAL VALUES

Check all of the values that apply to you. Choose the five most important ones and rank order them.

- COMFORTABLE LIFE
Security for self and family
- POWER
Control, authority or influence over others
- HONESTY
Sincere, truthful, straightforwardness of conduct
- HELPFUL - ALTRUISM
Regard for or devotion to the interest of others;
Concern for the welfare of others
- INDEPENDENT - AUTONOMOUS
Self-reliant, self-sufficient, self determining
- SENSE OF ACCOMPLISHMENT
Lasting contribution to world and society;
A life well spent
- WEALTH
Material possessions or resources; money; affluence
- IMAGINATION
Daring, creativity
- PLEASURE
An enjoyable, leisurely life; doing what you desire in leisure time
- RECOGNITION
Being made to feel significant and important for deeds done,
accomplishments, awards won
- FAMILY TIME
Time to spend in family activities and home life
- PHYSICAL APPEARANCE
Concern for appearance of one's body and style of dress
- LOVE
Affection, affirmation and aid to others
- EXCITING LIFE
An active, challenging life

SKILLS

Check the skills that apply to you. Choose the five in which you feel you have the most strength and rank order them.

- ___ Assembling (from a kit)
- ___ Constructing (small items)
- ___ Building
- ___ Tool Operation (factory, drill, saw)
- ___ Machine Operation (truck, sewing machine)
- ___ Manual Dexterity (painting)
- ___ Manual Dexterity (knitting, musical instrument)
- ___ Eye/Hand Coordination (thread needle, swing bat)
- ___ Verbal Aptitude (understanding & using words effectively)
- ___ Numerical aptitude (perform arithmetic operations quickly & accurately)
- ___ Writing (express self well in written communication)
- ___ Social skills (relate to people effectively)
- ___ Artistic skills (able to create works of art)
- ___ Teaching (help others to learn)
- ___ Organizing (develop a project through systematic preparation)
- ___ Handle details (handle small tasks without losing track)
- ___ Supervising (manage or direct work of others)
- ___ Creating (ability to have new ideas or produce new things)

WORK ENVIRONMENT VALUES

Check the work environment values that apply to you. Choose the five most important ones and rank order them.

- ___ Work for a large company
- ___ Work for a small company
- ___ Work under close supervision
- ___ Work independently
- ___ Work short hours; no overtime
- ___ Flexible work hours; overtime, if needed
- ___ Work near home
- ___ Willing to travel overnight
- ___ Low level of job responsibilities
- ___ High level of job responsibilities
- ___ Variety of duties
- ___ Routine job
- ___ Low pressure job
- ___ Fast paced high pressure job
- ___ Indoor, comfortable environment
- ___ Outdoor job
- ___ Environment not important
- ___ Opportunities for advancement
- ___ Opportunities for training and/or tuition reimbursement
- ___ Work as part of a team

SALARY NEEDS

Please complete for all situations and all time periods.

1. Minimum wage needed NOW (alone, or 2nd income) _____

Eringe benefits:

Hospitalization	_____	Hospitalization for family	_____
Retirement	_____	Sick Leave	_____
Vacation (how long)	_____	Life Insurance	_____
Child Care	_____		
Other:	_____		

2. Wage needed in 5 years _____

Eringe benefits:

Hospitalization	_____	Hospitalization for family	_____
Retirement	_____	Sick Leave	_____
Vacation (how long)	_____	Life Insurance	_____
Child Care	_____		
Other:	_____		

3. Minimum wage needed NOW (2 children, no husband) _____

Eringe benefits:

Hospitalization	_____	Hospitalization of family	_____
Retirement	_____	Sick Leave	_____
Vacation (how long)	_____	Life Insurance	_____
Child Care	_____		
Other:	_____		

4. Wage needed in 5 years (2 children, no husband) _____

Eringe benefits:

Hospitalization	_____	Hospitalization of family	_____
Retirement	_____	Sick Leave	_____
Vacation (how long)	_____	Life Insurance	_____
Child Care	_____		
Other:	_____		

5. Wage needed in 20 years _____

Eringe benefits:

Hospitalization	_____	Hospitalization of family	_____
Retirement	_____	Sick Leave	_____
Vacation (how long)	_____	Life Insurance	_____
Child Care	_____		
Other:	_____		

TRAINING

Please choose the location, duration and cost of training that you can afford now.

I. LOCATION

- a. Local _____
- b. Regional _____
- c. National _____

II. DURATION

	Full-time	Part-time
a. 6 weeks	_____	_____
b. 3 months	_____	_____
c. 6 months	_____	_____
d. 1 year	_____	_____
e. 2 years	_____	_____
f. 4 years	_____	_____
g. Longer	_____	_____

III. COST

- a. \$15./month _____
- b. \$25./month _____
- c. \$50./month _____
- d. \$75./month _____
- e. \$100./month _____
- f. \$150./month _____

PERSONAL VALUES	
1.	
2.	
3.	
4.	
5.	

APTITUDES AND SKILLS	
1.	
2.	
3.	
4.	
5.	

INTERESTS	
1.	
2.	
3.	

CAREER	PERSONAL VALUES	WORK ENVIRONMENT VALUES	APTITUDES AND SKILLS	SALARY NEEDS	INTERESTS	TRAINING
1.						
2.						
3.						
4.						
5.						

WORK ENVIRONMENT VALUES	
1.	
2.	
3.	
4.	
5.	

SALARY NEEDS	
NOW:	
5 YEARS:	

TRAINING	
LOCATION:	
DURATION:	
COST:	

LABOR MARKET DEMANDS: SPEAKERS AND ARTICLES

PERFORMANCE OBJECTIVE:	Participants will have the opportunity to hear speakers discuss current trends in the labor market and also read current articles concerning labor market demands through the 80's.
APPROXIMATE TIME:	Three Hours
MATERIALS:	Career handouts from books, magazines and government reports
PREPARATION FOR ACTIVITY:	Facilitator should have copies of handouts or bring the books, magazines and reports to class to share with the group.
ACTIVITY:	The facilitator may wish to bring in guest speakers to address current labor trends. Speakers may also be participants from past classes who have successfully obtained employment. The facilitator may also wish to share specific articles or reports with the class concerning labor market demands. The participants can be placed in small groups and each group can study a specific article or report and then share the findings with the entire group.
EVALUATION:	The facilitator may wish to have the participants write about what they have learned from speaker presentations or from reading materials.

RESOURCES

Dictionary of Occupational Titles, 1977 Ed. Washington, D.C.: U.S.

Department of Labor, Bureau of Labor Statistics, 1977.

Hopke, W.E. (Ed.) Encyclopedia of Careers. IL: J.G. Ferguson

Publishing Company, 1984.

Occupational Outlook Handbook, 1986-87 Ed. Washington, D.C.: U.S.

Department of Labor, Bureau of Labor Statistics, 1986.

U.S. Employment and Training Administration. Guide for Occupational

Exploration. Washington, D.C., U.S. Department of Labor, 1979.

Part Three: Employability Skills

As we open our section on Employability Skills, it is important that the reader understand that these are very specific employability skills that need to be used by the population with which we work - homemakers re-entering the work force. As those of us who have applied for jobs over the years have found, the labor market demands a better prepared applicant. In the 60's it was traditionally correct to go in person to submit an application. Most people did not use a resume. Resumes were basically used by college graduates seeking a professional position. In the 70's we found more resume "how to" books in the public libraries and more people were beginning to write resumes. People became aware that a resume helped them to better acquire a job in the labor market. Now in the 80's we find that employers expect resumes, and an applicant that has a resume has a much better chance of getting an interview and becoming employed. It is a given that people searching for employment must have a resume.

It is also a given that people need more than a good resume to get a job. There are many employability skill factors that have importance. The employer's focus will be on skills and abilities, communication skills, and attitude and appearance. When we think about employability skills, we think that the cover letter and the resume actually open the door for the participant. We no longer believe that participants should attack the labor market in person. Participants need to actually mail resumes and cover letters when seeking interviews. When the reader reads the section on resumes and cover letters, he/she will be aware that we have very specific steps for preparing resumes and cover letters. These two documents must be perfect. When we say perfect, we mean the resume must be perfectly formatted and the content must be well written. The cover letter will be placed in front of the resume and it must be flawless. Should there be typos, incorrect formatting, and errors of grammar, the employers will not read the resume nor will they grant an interview. Therefore, one could say that at the Homemaker ReEntry Center, we have taken a different approach to employment. We spend many hours teaching the employability skills section in our curriculum. It is important that the participants be able to write these documents. When they leave our class, they will be responsible for writing their own. During our classroom training they may write several drafts before they produce one that is perfect.

This employability skills curriculum opens with resumes, cover letters, and thank-you letters. After the participant has written these three documents, we then teach job search processes. This entails the use of the three documents to attack the labor market. There are very specific steps in this section as well. The reader should be able to distinguish between the three job search processes and be able to help participants use these successfully as they seek employment.

The last section discusses interviewing. We believe very strongly that 50% of the employer's decision concerning hiring is based on the cover letter and resume. We also believe that 25% of the decision is made in the first 60 second encounter with the participant. We all know people have an impression upon meeting and it is important that the participant understand that the employer is assessing attitude and appearance in that first 60 second meeting.

We have calculated 75% of the chances for your participant's employment based on the resume, cover letter and the first 60 second meeting. The last 25% is based on the interview. Many of our participants are overwhelmed when they prepare for the interview. If your participant knows that only 25% of the decision is based on the interview he/she may feel less pressure. It is important that your participant exhibit good communication skills; that is listening, speaking, reading and writing.

The participant has exhibited good reading and writing skills through reading the job advertisement and writing the resume and cover letter. The participant's listening and speaking skills will be evaluated during the interview. Therefore, time spent role playing and possibly video taping may be invaluable.

It is important after the interview that your participant send a thank-you letter. This creates closure for both your participant and the employer. We feel that most applicants do not send thank-you letters and by sending one the participant reflects a keen awareness of correct etiquette in today's labor market. The employer needs to be assured that the participant is most interested in that specific position. The employer wants to hire someone who wants to work and the participant needs to be direct in this message.

We think that the reader can create the ideal teaching environment with this Employability Skills Section. We also realize that we provide extremely specific steps that entail a great deal of training time. Let us assure you that our placement rate of 80% has been gained by the use of this Employability Skills Curriculum and we believe that the time expended is well worth the gain as participants become successfully employed.

RESUMES

PERFORMANCE OBJECTIVE:	To have participants define resume and understand why they are a required employability skill.
APPROXIMATE TIME:	One Hour
MATERIALS:	Handout: "What Is A Resume?"
PREPARATION FOR ACTIVITY:	Facilitator should have job ads from a local newspaper that specifically request resumes and sufficient copies of handout for participants.
ACTIVITY:	Ask participants to read job advertisements and look for the word resume and explain their understanding of the word resume. Have participants write their best definition of the word resume. The participants can then discuss all of their definitions and with the facilitator's help select their best definition. This should be recorded on the chalkboard in the room. The facilitator will provide handout and explain what a resume is and why participants need one. Facilitator will provide lecture explaining the three types of resumes and some general rules that apply to all resumes (This information is on the handout).
EVALUATION:	Participants will then write the correct definition for the word resume and provide three reasons why resumes are needed.
ANSWERS:	A resume is a summary of a person's education, work history and volunteer experience. Three reasons: A resume is a tool to help you secure employment Helps determine past history in terms of education, work history, and volunteer experience Employers request them

HANDOUT

"WHAT IS A RESUME?"

You should be familiar with three types of resumes.

Chronological Resumes are most widely accepted by employers. This type of resume includes standard information such as name, address, phone, employment history, education, volunteer experience, and a note concerning references. Employers prefer the chronological resume due to its direct format which makes the information easily accessible as they are read.

Functional Resumes have become more acceptable as the emphasis is on skills and abilities. If you have had paid employment/volunteer experience or a succession of part-time or temporary jobs, the functional resume may be more helpful in reflecting your history.

Targeted Resumes are used in specialized job searches. A new resume has to be written for every job application and the resume is written to match the specific duties of the opening.

It is important to remember that putting a resume together requires discipline. Ask yourself the following questions:

1. Who am I?
2. What do I want?
3. What do I do well?

It is important that you know what type of work you want and how to convey your employment intentions to an employer. Through a well written resume an employer knows your past achievements and your employment goals. Through resume writing you will express your skills, interest, and goals. This will help prepare you to answer questions during your interview as well.

In response to the above question, "What is a resume?", you should now be able to provide an answer. A resume is a summary of your education, paid work experience, and volunteer experience. As a reminder, the word resume is from a French word meaning summary.

Some helpful points to remember:

DO keep your resume to a maximum of two pages.

DO start education and employment sections with most recent information and work backward.

DO follow the job objective (when using one) with your most impressive information.

DO type neatly and have it proofed for errors.

DO distribute them selectively allowing time for follow-up calls.

CHRONOLOGICAL RESUMES

PERFORMANCE OBJECTIVE:	To know the parts of a chronological resume and be able to write one.
APPROXIMATE TIME:	Three hours
MATERIALS:	Handouts: "Life History" "Chronological Resume Format" "Sample Chronological Resume" "Action Verbs"
PREPARATION FOR ACTIVITY:	Facilitator should have copies of sample chronological resumes and handouts.
ACTIVITY:	Participants will first fill out their Life History Handout. Participants will share their life histories with the rest of the group (This can be done in round table meetings). Participants will study examples of chronological resumes. Facilitator will explain the parts of a chronological resume and ask participants to fill in the "Chronological Resume Format Handout."
EVALUATION:	Participants would answer the following questions Name the six parts of a resume. Personal Information - Name - Address - Phone Job Objective Education Work History Volunteer Experience References Resumes should not exceed how many pages? Answer: 2 In what order should information be listed on a resume? Answer: Chronological Explain your understanding of the word chronological? Answer: In order by date What pronouns are not used in a resume? Answer: I, me, my

LIFE HISTORY

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Name _____ ADDRESS _____

PHONE _____

EDUCATION

High School(s) _____ Dates attended _____

College(s) _____ Dates attended _____

Degree(s) _____ Year _____

Major(s) _____ Minor(s) _____

Vocational School _____ Dates attended _____

Specialized training in _____

Seminars, workshops, conferences

Topic

Date

PAID EXPERIENCE (start with the most recent employment first)

Position _____ Employer _____

Dates of employment _____ Address _____

Responsibilities _____

Position _____ Employer _____

Dates of employment _____ Address _____

Responsibilities _____

Position _____ Employer _____

Dates of employment _____ Address _____

Responsibilities _____

Position _____ Employer _____

Dates of employment _____ Address _____

Responsibilities _____

Position _____ Employer _____

Dates of employment _____ Address _____

Responsibilities _____

Position _____ Employer _____

Dates of employment _____ Address _____

Responsibilities _____

VOLUNTEER WORK

Organization _____

My role or position in organization _____

Special duties, responsibilities, committee work _____

Organization _____

My role or position in organization _____

Special duties, responsibilities, committee work _____

Organization _____

My role or position in organization _____

Special duties, responsibilities, committee work _____

HANDOUT

CHRONOLOGICAL RESUME FORMAT

PERSONAL INFORMATION:

Name
Address
Phone

JOB OBJECTIVE:

EDUCATION:

Name of School
City, State
Type of training
Dates

GED or High School
Diploma

WORK EXPERIENCE:

Title
Name of Company
City and State
Duties:
Dates of Employment

Title
Name of Company
City and State
Duties:
Dates of Employment

Title
Name of Company
City and State
Duties:
Dates of Employment

Title
Name of Company
City and State
Duties:
Dates of Employment

VOLUNTEER EXPERIENCE:

Name of Organization
Duties:
Dates

Name of Organization
Duties:
Dates

REFERENCES:

Available Upon Request

HANDOUT

SAMPLE CHRONOLOGICAL RESUME

Peggy Albright
2235 Wright Street
Florence, Kentucky 41042

JOB OBJECTIVE: To acquire a secretarial position

EDUCATION: Northern Kentucky University
Homemaker ReEntry Center
Word Processing Training
224 hour course consisting of intense, hands-on training in word processing on Zenith hard disk computer system using Multimate and Wang software; QYX Memory Typewriter; dictaphone; Typing Speed--50 wpm
03/87 - 05/87

Newport High School
Commercial Diploma - 1983

WORK HISTORY: FILE CLERK
Hampton and Smith Life Insurance
Cincinnati, Ohio
Numerically filed life insurance files; delivered mail; typed and answered phones
03/86 - 02/87

RECEPTIONIST
Barnes and Tucker Advertising
Florence, Kentucky
Received incoming calls and forwarded to appropriate personnel; greeted the public; sorted daily mail; assisted with other clerical duties as needed
04/85 - 03/86

MAIL ROOM CLERK
Webster Engineering
Erlanger, Kentucky
Keypunched data into computer; opened bills; sorted checks; searched names and addresses for rerouting mail and returned to various departments
06/83 - 04/85

VOLUNTEER EXPERIENCE: Sunday School Teacher; Youth group leader;
Volunteer - St. Mary Hospital

REFERENCES: Available Upon Request

HANDOUT ACTION VERBS

When writing your resume it may be helpful to use some action verbs in your writing. These words reflect your ability to take action.

administered	budgeted	coordinated	designed
directed	implemented	reorganized	developed
collected	trained	arranged	facilitated
inspected	recreated	diagrammed	chaired
compiled	conducted	monitored	organized
planned	recruited	represented	scheduled
wrote	revised	operated	instructed
campaigned	registered	delivered	prepared
installed	hosted	assigned	built
counseled	delegated	evaluated	handled
initiated	maintained	managed	produced
observed	participated	dispensed	established
collaborated	persuaded	presented	raised (funds)
repaired	sold	supervised	prescribed
taught	trained	advised	allocated
marketed	defined	explained	ordered
examined	proposed	mediated	typed

FUNCTIONAL RESUME

PERFORMANCE OBJECTIVE:	To know the parts of a functional resume and be able to write one.
APPROXIMATE TIME:	Two hours
MATERIALS:	Handouts: "Life History" "Functional Resume Format" "Sample Functional Resume"
PREPARATION FOR ACTIVITY:	Facilitator should have copies of sample functional resumes and copies of the handouts.
ACTIVITY:	Participants should have their completed "Life History" handout available. The participants will study examples of sample functional resumes. The facilitator will ask participants to identify the differences between a functional and chronological resume, the participants will study the "Functional Resume Format". Participants will use information from their "Life Histories" to write a functional resume using the "Functional Resume Format".
EVALUATION:	Participants will answer the following questions: How would you describe the central focus of a functional resume? Answer: Focus is on skills and abilities Do functional resumes list work history and education? Answer: Yes What should you know about yourself before writing a functional resume? Answer: Skills, abilities, and position desired.

HANDOUT
FUNCTIONAL RESUME FORMAT

Name
Address
Phone #

JOB OBJECTIVE:

SKILLS AND ABILITIES:

Skill
Points of Support

Skill
Points of Support

Skill
Points of Support

EDUCATION:

WORK HISTORY:

REFERENCES:

HANDOUT

SAMPLE FUNCTIONAL RESUME

SUSAN APPLETON
2393 Longway Avenue
Elsmere, Kentucky 41023

JOB OBJECTIVE

DAY CARE WORKER

COMMUNICATION SKILLS

Ability to listen and talk with children
Ability to assess children's emotional needs by observing their play

EDUCATIONAL SKILLS

Ability to plan and implement various educational and recreational activities
Capable of drawing and painting decorations for use with children
Ability to lead children in various art activities

PHYSICAL CARE SKILLS

Able to aid in meal preparation and serving duties
Ability to provide direct care of other physical needs

WORK HISTORYCOOK

Calvary Baptist Child Care Center
Florence, Kentucky 40142
01/85 - Present

CASHIER

Stop-N-Go Stores
Erlanger, Kentucky
06/84 - 01/85

EDUCATION

Northern Kentucky University
Homemaker ReEntry Center
Refresher Employment Education/Career Development
Refresher instruction in Math, English and Business
Communication; aptitude and interest testing; career
research, and employability skills training
04/87 - 04/87

Ludlow High School
Diploma - 1984

VOLUNTEER EXPERIENCE

Nursery Attendant - First Baptist Church
Vacation Bible School Teacher - First Baptist Church

REFERENCES

Available Upon Request

TARGETED RESUMES

PERFORMANCE OBJECTIVE:	To know the parts of a targeted resume and be able to differentiate among the three types of resumes.
APPROXIMATE TIME:	One Hour
MATERIALS:	Handout: "Targeted Resume Format" "Sample Targeted Resume"
PREPARATION FOR ACTIVITY:	Facilitator should have sufficient copies of handouts for participants.
ACTIVITY:	Participants will study the sample targeted resumes. Instructor will lead discussion concerning the differences among the three types of resumes. Participants will be asked to discuss their preferences and the type which will best reflect their skills, abilities, and past work experiences. Participants will be asked to reflect their knowledge concerning the parts of a targeted resume.
EVALUATION:	Participant will be asked to identify three different types of resumes.

HANDOUT

TARGETED RESUME FORMAT

Name
Address
Phone

JOB OBJECTIVE:

EDUCATION :

WORK EXPERIENCE:

REFERENCES:

HANDOUT

SAMPLE TARGETED RESUME

ANNA TONGATE
39 Blacksmith Road
Highland Heights, Kentucky 41042
(606) 342-4793

JOB TARGET

Assistant Manager

CAPABILITIES

- *Possess excellent math aptitude
- *Able to supervise employees
- *Prepare employee weekly schedules
- *Able to communicate with the public
- *Handle inventory control

ACHIEVEMENTS

- *Previous cashier experience
- *Handled all ordering of new merchandise
- *Created weekly time schedules
- *Supervised three employees
- *Balanced drawer for two time shifts
- *Made daily bank deposits

WORK HISTORY

CASHIER
Smith's Grocery Store
Florence, Kentucky
1979 - 1985

CASHIER
Brown and Smith Drug Store
Latonia, Kentucky
1972 - 1976

EDUCATION

Northern Kentucky University
Bookkeeping Class
Course entailed study of bookkeeping functions of accounts receivable and accounts payable through general ledger, profit and loss; special emphasis on number skills and proficiency on calculators; bank teller training, counting bank drawer, reconciliation of cash; career development
03/87 - 06/87

Boone County High School
Diploma - 1972

REFERENCES

Available Upon Request

REFERENCES

PERFORMANCE OBJECTIVE:	To understand the importance of good references and to create a personal reference list which includes names, addresses, and phone numbers of three people.
APPROXIMATE TIME:	One Hour
MATERIALS:	Handout: "Reference List Format"
PREPARATION FOR ACTIVITY:	Have participants discuss their understanding of what a reference is.
ACTIVITY:	Facilitator should then help finalize definition and put it on the board. Definition: A reference is a person who could speak about another person's character, work abilities, and/or future work potential. Have participants discuss types of people who make good references. Suggestions: past employers, attorneys, ministers, doctors, instructors, friends, etc. Participants should make up their list of daytime references with correct names, addresses, and phone numbers.
EVALUATION:	Participants would give facilitator their list of references for review.

HANDOUT

SAMPLE REFERENCE LIST FORMAT

REFERENCES

Angela Newland
3428 Barnsworth Road
Crestwood, Kentucky 41023

Bob King, Owner
Smith Insurance Agency
33 Wentwood Circle
Cincinnati, Ohio 45023
(513) 432-3940

Carol Stumbaugh
Elliott Advertising
3329 Raintree Circle
Florence, Kentucky 41402
(606) 233-4938

Cary Carmichael
Blackworth Pharmacy
Covington, Kentucky
(606) 344-2093

COVER LETTERS

PERFORMANCE OBJECTIVE:	Participant will be able to write cover letter and explain why it is needed.
APPROXIMATE TIME:	Two Hours
MATERIALS:	Handouts: "Directions for Writing a Cover Letter", "Sample Cover Letter"
PREPARATION FOR ACTIVITY:	Clip job ads asking for cover letters Prepare copies of handouts
ACTIVITY:	Facilitator should share job ads that have requested a cover letter. Facilitator should lead brainstorming session concerning what might be in a cover letter. Facilitator should share "Sample Cover Letter" with group. Facilitator should then start group discussion again concerning cover letters and what information participants should write in their cover letter. On the blackboard list parts of a cover letter. Share "Directions For Writing A Cover Letter" with group. Participants should then take a job advertisement and write a cover letter explaining their qualifications.
EVALUATION:	Participants should write cover letter and submit to facilitator.

HANDOUT

DIRECTIONS FOR WRITING A COVER LETTER

When you read an advertisement that requests a cover letter, or if you are sending your resume to an employer, you will want to write a cover letter to send with the resume.

The cover letter should have three paragraphs:

- Paragraph One: In this paragraph tell what position you are seeking and how you heard about the opening.
- Paragraph Two: In this paragraph explain why you think you are the right person for the job. Tell about your educational background and your past work history. Let the employer know that you have read the job advertisement by quoting directly from it. Tell how your skills match the necessary qualifications for the position.
- Paragraph Three: Let the employer know that you would like to have an interview. That is what you are seeking by sending your cover letter and resume. Thank the employer for his/her time and consideration. Let them know you hope to hear from him/her soon.

Some basic things to remember about cover letters.

- 1) If the company is named in the advertisement, call them and ask who should receive the letter. Sending it to a specific person in the company increases the chance that your letter will be read.
 - 2) If a blind advertisement is listed in the paper (does not name company) send it to the address listed.
 - 3) Always type cover letters.
 - 4) Make sure your name is on the letter twice - once typed and once signed.
 - 5) Be sure you sign your name.
 - 6) Have another person read your letter before mailing it. This person can look for typing mistakes and tell you if the letter makes sense.
- Remember The cover letter introduces you. If it has a typo or does not make sense to the reader you have not written a good letter.
- 7) Place the resume behind the cover letter when mailing.
 - 8) Never staple your cover letter to your resume.
 - 9) Always keep a copy of every letter you send.
 - 10) The block style letter is easier to type and looks more professional.

HANDOUT
SAMPLE COVER LETTER

September 24, 1986

Ms. Bonnie Summers
Clay City Bank
9257 Green Street
Clay, Minnesota 55821

Dear Ms. Summers:

Enclosed is my resume for your consideration. I am interested in applying for the bookkeeper position which was advertised in the Clay Enquirer on Sunday, September 21, 1986. Through previous experience and training I feel well qualified to accept the duties as outlined in the newspaper.

As my resume reflects, I have held positions which entailed a great deal of responsibility. I have always taken pride in a job well done and I am most interested in applying my new knowledge that has been gained through my recent training. I have recently participated in a thirteen week training course at Northern Kentucky University. Through this training I have gained knowledge concerning bookkeeping, banking and insurance. The course entailed 156 hours of extensive hands-on training.

The opportunity to discuss my qualifications with you in an interview would be appreciated. Thank you for your consideration and I look forward to hearing from you in the near future.

Sincerely,

Sandy Wheaton

THANK-YOU LETTERS

- PERFORMANCE OBJECTIVE: Participant will be able to write a thank-you letter and explain why it is needed.
- APPROXIMATE TIME: Two hours
- MATERIALS: Participant would use same job advertisement as used for cover letter
Handouts: "Directions For Writing Thank-You Letter"
"Sample Thank-You Letter"
"Sample Thank-You Letter Declining Position"
- PREPARATION FOR ACTIVITY: Facilitator should prepare copies of handouts
- ACTIVITY: Facilitator should make sure participant has job advertisement that was used for cover letter.
- Facilitator should lead brainstorming session concerning when thank-you letters should be sent.
Answer: Immediately after interview
- Facilitator should share "Sample Thank-You Letter" with group.
- Facilitator should then lead group again in discussing thank-you letters.
- On the chalkboard list parts of a thank-you letter.
- Share "Direction Sheet For Writing a Thank-You Letter" with group.
- Participants should then write their own thank-you letters.
- After writing thank-you letter, facilitator should share copy of a thank-you letter that declines the position.
- EVALUATION: Participants should write a three paragraph thank-you letter and turn into facilitator.

HANDOUT

DIRECTIONS FOR WRITING THANK-YOU LETTER

Immediately after having an interview you should send a thank you letter to the employer. This is a courtesy extended to the employer thanking them for the opportunity to discuss your qualifications.

Thank-you letters should have three paragraphs and each paragraph has a specific function.

Paragraph One: Let the employer know when you were there and what position you are seeking with the company.

Paragraph Two: Again, explain why you think you are the right person for the job.

Paragraph Three: Thank the employer for the interview and let them know that you are looking forward to hearing from them.

Some basic things to remember about thank-you letters.

First, many people do not take the time to write thank-you letters and employers are impressed when they are written well. Therefore, write your thank-you letter as soon as you complete your interview and send it immediately.

Second, thank-you letters should endorse what is discussed in the interview, make a strong case on your behalf.

Third, let the employer know that you would very much like to work for his/her company. Employers want to hire an employee who wants to work. We need to be direct about our intentions.

HANDOUT

SAMPLE THANK-YOU LETTER

September 29, 1986

Ms. Bonnie Summers
Clay City Bank
9257 Green Street
Clay, Minnesota 55821

Dear Ms. Summers:

The opportunity to meet and talk with you on Wednesday, September 28, 1987, was most appreciated. As a result of this meeting, I am more interested than ever in the possibility of joining your organization as a bookkeeper.

The bookkeeping position sounds very challenging. My computational skills and experiences make me well qualified for this opening and the opportunity to be a part of the accounting department would be greatly appreciated. I also believe that my training at Northern Kentucky University makes me the most up-to-date candidate for the position.

Thank you again, for your consideration. I look forward to receiving your decision.

Sincerely,

Sandy Wheaton

HANDOUT

SAMPLE THANK-YOU LETTER DECLINING POSITION

September 29, 1986

Ms. Bonnie Summers
Clay City Bank
9257 Green Street
Clay, Minnesota 65821

Dear Ms. Summers:

After thoughtful consideration I have decided to withdraw my application for the position of bookkeeper. I have carefully reviewed the designated duties that you outlined during the interview and I do not feel that I am the right candidate for the position.

Thank you for the interview and your consideration. Should there be other positions that you feel my qualifications would match, I would be happy to apply at a later time.

Sincerely,

Sandy Wheaton

JOB APPLICATIONS

PERFORMANCE OBJECTIVE: Participant will correctly fill out a job application.

APPROXIMATE TIME: One Hour

MATERIALS: Handout: "Job Application"
Copy of Participant's Resume

PREPARATION FOR ACTIVITY: Facilitator should have a job application for every participant

ACTIVITY: Facilitator should discuss with group the importance of correctly filling out applications.

Facilitator should read each part of the application orally and allow time for participants to fill in each part.
Facilitator should circulate around room to help those with individual problems.

Participants should use information from resume to fill in education and work history sections.

EVALUATION: Facilitator should read job applications after completion and make necessary corrections.

SPECIAL NOTES A Northern Kentucky University Job Application is included for quality practice.

*The instructor may also want to purchase "The Job Seeker's Personal Data Handbook" which participants can carry with them when they fill out job applications. These may be purchased from Education Associates, 8 Crab Orchard Road, P.O. Box Y, Frankfort, Kentucky 40602

THIS SPECIFIC APPLICATION IS FOR EDUCATIONAL-INFORMATIONAL PURPOSES ONLY

NAME _____

DATE _____
Mo. Day Year

CODE _____

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APPLICATION FOR EMPLOYMENT

NORTHERN KENTUCKY UNIVERSITY
Highland Heights, KY 41076

NKU

"AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER"

PLEASE PRINT

NAME _____ SOCIAL SECURITY NO. _____
Last First Middle

ADDRESS _____ PHONE _____
Number Street City County State Zip Home (Include Area Code) Business

PERSON TO NOTIFY IN EMERGENCY _____
Name Relationship Address Area Code Telephone Number

How did you learn of job opportunities at NKU?	Are you a U.S. Citizen? No ____ Yes ____	Immigrant Number	Visa Type	Date Granted
--	--	------------------	-----------	--------------

Do you have any disability or physical limitations that might adversely affect your ability to perform the job for which you are applying? Explain: No ____ Yes ____	Have you had any serious illness, injury or surgery in last 5 years? Explain: No ____ Yes ____
---	---

*Have you ever been convicted of a felony? Explain: No ____ Yes ____	Have you ever applied for or received Workmen's Compensation for a job-related injury? No ____ Yes ____
---	--

Do you have any relatives employed by NKU? Name: Department: Relationship: No ____ Yes ____	Are you now attending school? No ____ Yes ____	Number of hours	Morning ____ Afternoon ____ Evening ____
--	--	-----------------	--

Type of work or position desired: (1) (2)	Availability: Full time ____ Part time ____ Permanent ____ Temporary ____	Shift Desired: Days ____ Evenings ____ Open ____ Nights ____ Weekends ____ Rotating shift ____
---	---	--

How long would you expect to remain with the University? 109	Date available for work:	Starting salary expected: 110
---	--------------------------	----------------------------------

*Conviction of a crime is not an automatic ban to employment. All circumstances will be considered.

EDUCATION AND TRAINING

Circle Highest Educational Level Completed:

Elementary 1 2 3 4 5 6 7 8 High 1 2 3 4 GED ☐ College 1 2 3 4 Post Graduate 1 2 3 4

NAME OF SCHOOL	ADDRESS			DEGREE DIPLOMA	GRADE AVE.	MAJOR/ GRADE AVE.
Elementary						
High						
		FROM MO.	YR.	TO MO.	YR.	
Trade/Technical						
Business College						
College or University						
Other						

List scholastic honors and other achievements:

List subjects taken which would be related to the position you prefer:

List community activities, hobbies, special interest:

SPECIAL QUALIFICATIONS AND SKILLS

Kind of License or Certificate (for example: Teacher, Reg. Nurse, Tech., CPA, etc.):

Name and Address of State or Other Licensing Authority

Year of First
License or
Certificate

Year of Last
License or
Certificate

Special skills you possess and machines and equipment you can use (for example: multilith, comptometer, key punch, transcribing machine, scientific or professional devices, etc.):

Estimated Words per Min.

Typing

Shorthand

Special qualifications not covered in application (for example: important publications, patents or invention, public speaking and publication experience, memberships, etc.):

Answer *only* if applying for a position which involves the use of a motorized vehicle.

Do you possess a current driver's license? Yes ☐ No ☐

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EMPLOYER

TITLE AND DUTIES

REASON FOR LEAVING

Firm Name:	From Mo. Yr.	To Mo. Yr.	Job duties and responsibilities	
Street:				
City & State:	Hours worked per week			
Type of Business:	Salary Beginning			May we contact employer: No ☐
Supervisor: Phone:	Ending		What did you like most about this job?	Yes ☐
Number and title of employees you supervised.:	Job Title			What did you like least about this job?

EMPLOYER

TITLE AND DUTIES

REASON FOR LEAVING

Firm Name:	From Mo. Yr.	To Mo. Yr.	Job duties and responsibilities	
Street:				
City & State:	Hours worked per week			
Type of Business:	Salary Beginning			May we contact employer: No ☐
Supervisor: Phone:	Ending		What did you like most about this job?	Yes ☐
Number and title of employees you supervised.:	Job Title			What did you like least about this job?

EMPLOYER

TITLE AND DUTIES

REASON FOR LEAVING

Firm Name:	From Mo. Yr.	To Mo. Yr.	Job duties and responsibilities	
Street:				
City & State:	Hours worked per week			
Type of Business:	Salary Beginning			May we contact employer: No ☐
Supervisor: Phone:	Ending		What did you like most about this job?	Yes ☐
Number and title of employees you supervised.:	Job Title			What did you like least about this job?

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EMPLOYER

TITLE AND DUTIES

REASON FOR LEAVING

Firm Name:	From Mo. Yr.	To Mo. Yr.	Job duties and responsibilities _____	
Street:				
City & State:	Hours worked per week			
Type of Business:	Salary Beginning			May we contact employer: No _____
Supervisor: Phone:	Ending		What did you like most about this job? _____	Yes _____ What did you like least about this job? _____
Number and title of employees you supervised.: _____ _____ _____	Job Title			

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(complete a section for each position held-attach additional sheets if necessary)

Have you ever been discharged from a position? _____ If so, why? _____

Have you ever been employed by NKU? _____ If so, give full name under which you were employed, date(s) of employment and Department. _____

U.S. MILITARY AFFILIATIONS

Veteran? _____ Yes _____ No _____ Branch _____ Dates(s) _____ To _____

Discharge: Honorable _____, Medical _____, Other _____ Final Date of Discharge/Obligation _____

PERSONAL REFERENCES

(List names of 3 persons who have known you more than 3 years. Do not list relatives.)

Name in Full	Complete Mailing Address	Occupation	Years Known
115			116

CERTIFICATE OF APPLICANT: I certify that all answers to the questions in this application are true, and I further understand that any false statement in this application will be sufficient grounds for rejection of the application, or termination of employment. I authorize the University to make all necessary and appropriate investigation to verify the information

INTERVIEWING

PERFORMANCE OBJECTIVE:	Participants will be able to answer several interview questions and they will also be asked to read handouts concerning this topic.
APPROXIMATE TIME:	Three hours
MATERIALS:	Handouts: "Interview Preparation" "The Most Important Minute" "FBI Agent" "Typical Interview Questions"
PREPARATION FOR ACTIVITY:	Facilitator should make needed copies. It may also may be helpful to make copies of several different types of interviewing articles accessible for participants to read on their own time.
ACTIVITY:	Facilitator should give short lecture on the importance of the first meeting with the employer. Emphasize the impact of the first sixty seconds. Facilitator should allow participants to role play, employer and applicant. Participants can practice writing answers for hard to answer questions. Participants should be aware of illegal questions and know how to appropriately answer those questions. Facilitator may want to video tape practice interviews and give helpful feedback to participants.
EVALUATION:	This may involve the video tape, or in-class role playing

HANDOUT

INTERVIEW PREPARATION

I. Selecting the Right Clothing

When selecting an interview outfit keep the following two rules in mind.

1. Keep the outfit simple and conservative.
2. Don't wear anything that detracts from your face.

Appropriate attire would include a suit, a dress and jacket or a skirt and blouse. Select a color that flatters you and is professional looking such as navy or gray. Wear shoes with a low heel and carry a small purse. Keep your jewelry low-key. Wear one ring, no bracelets, possibly one necklace and don't forget to wear your watch! Wear neutral colored hose. Prepare all of your clothing the day before the interview.

II. Homework About the Company

You should know something about the company prior to the interview. Be sure you know the service the company provides or what product they make. Contact the Reference Department in your local public library or the Chamber of Commerce for assistance in obtaining this information.

III. What To Take With You to the Interview

1. Your resume
2. A copy of the cover letter
3. List of questions
4. Blank pieces of paper
5. Pen

Carry all paper items in a manila folder.

HANDOUT

THE MOST IMPORTANT MINUTE
"SIXTY SECONDS"

Stand Up for the Greeting

Extend Your Hand for the Greeting

Smile (Show positive attitude)

Direct Eye Contact

Introduce Yourself and Say "It's Nice to Meet You!"

Why are the first sixty seconds so important? We all have first impressions of people and this will happen in your first sixty seconds with an employer. Remember, you are also having an impression of this person. This is a two way interaction!

So make this a positive encounter and do the five things listed above. Practice this with people in the classroom -- we all love a safe environment!

HANDSHAKES

Now about that handshake! Do you know why we started shaking hands years ago? The class might want to give some reasons before reading the answer to this question. Years ago we offered an open palm to show that we did not have a weapon. I know you have watched this interaction on television. We also used to shake hands to say that this was our word and we sealed agreements with a handshake. By shaking hands now we are saying that it is nice to meet the person, it's good to see someone again or just to say a simple hello. We need to give a firm handshake that conveys meaning. There is nothing worse than shaking a hand that gives no response. Practice handshaking in your class. Remember, give a whole handshake.

REMEMBER, A POSITIVE ATTITUDE AND GOOD APPEARANCE MAY GET YOU THE JOB!

HANDOUT

YOU ARE AN FBI AGENT

Can you answer the following three questions?

- 1) How early should you arrive?
- 2) What should you do after you enter the appropriate office for the interview?
- 3) What should you do while you wait for the employer to see you?

These three points are extremely important and you need the answers before you interview for any position.

- 1) You should arrive no more than fifteen minutes early. Should you arrive earlier, it will cause interviewers to hurry and you don't want to rush them. You should also remember that being late will surely cost you the job. Take a trial run the day or evening before the interview. Drive to the place just to be sure that you know how to get there.
- 2) Always tell the secretary who you are and why you are there. Let her know that you have an appointment for an interview and tell her what time you are to be interviewed..
- 3) Your job while you wait to be interviewed is to play the role of an FBI Agent.

Here are some things to ask yourself while you are waiting.

Is this a busy office?

Do the workers look like they are enjoying their jobs?

Does the secretary or receptionist look energetic?

Is his/her desk neat or sloppy?

Does the phone ring a great deal?

Is the office clean and neat?

Are the workers nice to each other?

What type of clothes are they wearing?

Have people spoken to you?

Do workers look like they are moving at a fast or slow pace?

These are all questions that can help you identify trends in this office. You may decide that you don't like what you are seeing, or you may feel very comfortable and at home there. This is a way for you to collect some information that will be helpful to you as you make your decision about whether or not you would like to work in this specific office. Remember, you can't ask questions, but through observation you can learn a great deal.

BE A GOOD FBI AGENT!!!

HANDOUT

TYPICAL INTERVIEW QUESTIONS

1. Tell me about yourself.

You should be able to do this in three to five sentences. Keep the information specific and focus on the qualifications you bring to the position. You do not have to discuss your children or other personal issues.

2. Why do you think you are qualified for this position?

You should be able to list reasons why you think this is a job you can do. Talk about training and previous work experience.

3. Why do you want to work for our company?

Always try to find something out about the company before going to an interview. You may call the Reference Department of your local library and ask if they have information about the company. You can also ask friends or family for information. You should know what the company produces or what service they provide.

4. How do I know that you will be a good employee?

Tell them positive things about your work habits in the past. Are you always on time? Do you get the job done? Do you take pride in a job well done?

5. What are your future goals?

This is a hard question to answer and one that you should practice prior to the interview. Try to focus on moving forward and saying that you hope to gain more responsibility over the years.

6. Do you have any questions?

Try not to ask more than three questions. Keep them focused on topics that are business related. You might want to ask about benefits and salary if it has not been discussed.

7. How much money do you want to make?

Answer this question very seriously. This is not a joking matter and you may want to answer that question with a question. Possibly you could ask about the pay range. Don't undersell and don't oversell. Make sure you know the median salary for people in your specific occupation.

There are many interview questions that you can be asked and you should be familiar with a variety of questions. You may want to write down answers prior to the interview just to give yourself a review.

BARRIERS TO EMPLOYMENT

PERFORMANCE OBJECTIVE:	Participants should be able to identify personal barriers to employment.
APPROXIMATE TIME:	One Hour
MATERIALS:	Handout: Barriers to Employment
PREPARATION FOR ACTIVITY:	Facilitator should make copies of handout.
ACTIVITY:	Facilitator should discuss the meaning of barriers to employment. Facilitator should share handout with participants and ask them to fill them out individually. Participants can then discuss their personal barriers in small group format. Facilitator may wish to discuss individual's barriers in one-on-one sessions with each participant.
EVALUATION:	Participants may need help from facilitator in overcoming barriers.

HANDOUT

BARRIERS TO EMPLOYMENT

The following are barriers to obtaining employment. Choose ten that you believe to be barriers for you in obtaining employment. Please rank your barriers 1-10 with 1 being the most important barrier through 10 being less important as a barrier.

too many rings	hose that do not fit properly and bag
dangling earrings	smoking
noisy necklaces and bracelets	being overweight
too many chains around neck	being underweight
lipstick	dirty fingernails
clothes that don't match	bright nail polish
clothes that reveal bra straps	worn-out shoes
no slip	unpolished shoes
static cling	heavy eyeliner
too much perfume	bright blue eye shadow
sloppy purse	heavy blush
torn purse	unclean clothes
overstuffed bag or purse	bad breath
dirty teeth	tight clothing
missing teeth	body odor
colored hose	uncombed hair
textured hose	unmended clothing (hems, etc.)
runs in your hose	

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

If there are any other personal problems you may be having in obtaining employment, please use the back of this paper to explain.

JOB SEARCH PROCESSES

PERFORMANCE OBJECTIVE:	Participants should be familiar with three job search processes.
APPROXIMATE TIME:	One Hour
MATERIALS:	Handout: "Job Search Processes"
PREPARATION FOR ACTIVITY:	Facilitator should have copies of handouts
ACTIVITY:	Facilitator should discuss how the participant will attack the labor market. Each of the three job search processes can be introduced by using the handout.
EVALUATION:	The participants can be given hypothetical situations and asked which job search process they will use for applying.

HANDOUT
JOB SEARCH PROCESSES

Job Search Process One:

Upon reading about an opening in the paper (or if an employer calls the facilitator requesting resumes to be reviewed for an opening,) the participant should use the following process.

- 1) Send cover letter and resume.
- 2) Wait five working days and call employer to ask when interviews will be held.
- 3) If participant receives an interview he/she should send a thank-you letter immediately afterwards.

Job Search Process Two:

If the job advertisement or an employer calling the facilitator requests that an applicant come in person to submit an application this process should be followed.

- 1) Dress as if going to an interview and take resume and cover letter.
- 2) Arrive at place of business and fill-out application.
- 3) Leave resume and cover letter with application.
- 4) After five working days call employer and ask about when they will be giving interviews.
- 5) If participant receives interview, send thank-you letter immediately.

If participant does not receive interview, send thank-you letter for consideration.

Job Search Process Three:

If the job advertisement requests phone calls or the facilitator receives information about an opening and participants are asked to call employer use the following process.

- 1) Call employer and arrange an appointment for an interview.
- 2) Dress appropriately and take required items for an interview.
- 3) Send a thank-you letter immediately after interview.

For all processes, remember that if the participant interviews, but does not get the job, he/she may call the employer and ask for feedback concerning the interview.

JOB ADVERTISEMENTS

PERFORMANCE OBJECTIVE:	The participants should be familiar with job advertisement abbreviations and how to select appropriate openings to match their skills.
APPROXIMATE TIME:	One Hour
MATERIALS:	Job Advertisements
PREPARATION FOR ACTIVITY:	Facilitator should clip several job ads and tape each on a 3 X 5 index card.
ACTIVITY:	Facilitator should give all participants two or three job ads. Each participant can tell facilitator what abbreviations they see in the ad and the facilitator should list these on the board. The group can then discuss each abbreviation and the meaning.
EVALUATION:	Facilitator can give list of abbreviations and have participants identify them.

JOB RESEARCH RECORD

PERFORMANCE OBJECTIVE: Participants will be familiar with record keeping procedures when searching for employment.

APPROXIMATE TIME: One Hour

MATERIALS: Handout: "Job Research Record"

PREPARATION FOR ACTIVITY: Facilitator should have copies of handout available.

ACTIVITY: Facilitator should give each participant a copy of the handout.

Facilitator should discuss the reasons why keeping good records, while searching for employment, is important.

EVALUATION: Facilitator should monitor the use of the record when participants begin job search.

HANDOUT

JOB RESEARCH RECORD

115

Name of Company

Date

Resume
Mailed
Filed

Application

Contact
Person
Phone #

Address
Phone #

Interview
Check

Result
Yes or No

128

129

SALARY GUIDELINES

PERFORMANCE OBJECTIVE:	Participants will be able to use the budgets created in the first part of the curriculum to decide salary and benefit needs.
APPROXIMATE TIME:	One Hour
MATERIALS:	Handout: Salary Conversion Table
PREPARATION FOR ACTIVITY:	Sufficient copies of handouts
ACTIVITY:	Facilitator will lead group discussion concerning benefits that are available to employees. Participants may wish to list benefits they have received in the past at different jobs. Facilitator may wish to bring in employment specialist to discuss benefits available to employees. Facilitator may share salary conversion table and discuss the difference in pay when working different hours per week. Discussion may also include calculating gross and net pay.
EVALUATION:	Participant should be able to identify needed salary.

SALARY CONVERSION TABLE

40 Hour Week				37½ Hour Week			35 Hour Week		
Hour	Week	Month	Year	Week	Month	Year	Week	Month	Year
2.00	80.00	346.67	4,160.00	75.00	375.00	3,000.00	70.00	303.33	3,640.00
2.05	87.00	355.33	4,264.00	76.87	333.12	3,097.50	71.75	310.91	3,731.00
2.10	84.00	364.00	4,368.00	78.75	341.25	4,095.00	73.50	318.50	3,822.00
2.15	86.00	372.67	4,472.00	80.62	349.37	4,192.50	75.25	326.08	3,913.00
2.20	88.00	381.33	4,576.00	82.50	357.50	4,290.00	77.00	333.66	4,004.00
2.25	90.00	390.00	4,680.00	84.37	365.62	4,387.50	78.75	341.25	4,095.00
2.30	92.00	398.67	4,784.00	86.25	373.75	4,485.00	80.50	348.83	4,186.00
2.35	94.00	407.33	4,888.00	88.12	381.87	4,582.50	82.25	356.41	4,277.00
2.40	96.00	416.00	4,992.00	90.00	390.00	4,680.00	84.00	364.00	4,368.00
2.45	98.00	424.67	5,096.00	91.87	398.12	4,777.50	85.75	371.58	4,459.00
2.50	100.00	433.33	5,200.00	93.75	406.25	4,875.00	87.50	379.16	4,550.00
2.55	102.00	442.00	5,304.00	95.62	414.37	4,972.50	89.25	386.75	4,641.00
2.60	104.00	450.67	5,408.00	97.50	422.50	5,070.00	91.00	394.33	4,732.00
2.65	106.00	459.33	5,512.00	99.37	430.62	5,167.50	92.75	401.91	4,823.00
2.70	108.00	468.00	5,616.00	101.25	438.75	5,265.00	94.50	409.50	4,914.00
2.75	110.00	476.67	5,720.00	103.12	446.87	5,362.50	96.25	417.08	5,005.00
2.80	112.00	485.33	5,824.00	105.00	455.00	5,460.00	98.00	424.66	5,096.00
2.85	114.00	494.00	5,928.00	106.87	463.12	5,557.50	99.75	432.25	5,187.00
2.90	116.00	502.67	6,032.00	108.75	471.25	5,655.00	101.50	439.83	5,278.00
2.95	118.00	511.33	6,136.00	110.62	479.37	5,752.50	103.25	447.41	5,369.00
3.00	120.00	520.00	6,240.00	112.50	487.50	5,850.00	105.00	455.00	5,460.00
3.05	122.00	528.67	6,344.00	114.37	495.62	5,947.50	106.75	462.58	5,551.00
3.10	124.00	537.33	6,448.00	116.25	503.75	6,045.00	108.50	470.16	5,642.00
3.15	126.00	546.00	6,552.00	118.12	511.87	6,142.50	110.25	477.75	5,733.00
3.20	128.00	554.67	6,656.00	120.00	520.00	6,240.00	112.00	485.33	5,824.00
3.25	130.00	563.33	6,760.00	121.87	528.12	6,337.50	113.75	492.91	5,915.00
3.30	132.00	572.00	6,864.00	123.75	536.25	6,435.00	115.50	500.50	6,006.00
3.35	134.00	580.67	6,968.00	125.62	544.37	6,532.50	117.25	508.08	6,097.00
3.40	136.00	589.33	7,072.00	127.50	552.50	6,630.00	119.00	515.66	6,188.00
3.45	138.00	598.00	7,176.00	129.37	560.62	6,727.50	120.75	523.25	6,279.00
3.50	140.00	606.67	7,280.00	131.25	568.75	6,825.00	122.50	530.83	6,370.00
3.55	142.00	615.33	7,384.00	133.12	576.87	6,922.50	124.25	538.41	6,461.00
3.60	144.00	624.00	7,488.00	135.00	585.00	7,020.00	126.00	546.00	6,552.00
3.65	146.00	632.67	7,592.00	136.87	593.12	7,117.50	127.75	553.58	6,643.00
3.70	148.00	641.33	7,696.00	138.75	601.25	7,215.00	129.50	561.16	6,734.00
3.75	150.00	650.00	7,800.00	140.62	609.37	7,312.50	131.25	568.75	6,825.00
3.80	152.00	658.67	7,904.00	142.50	617.50	7,410.00	133.00	576.33	6,916.00
3.85	154.00	667.33	8,008.00	144.37	625.62	7,507.50	134.75	583.91	7,007.00
3.90	156.00	676.00	8,112.00	146.25	633.75	7,605.00	136.50	591.50	7,098.00
3.95	158.00	684.67	8,216.00	148.12	641.87	7,702.50	138.25	599.08	7,189.00
4.00	160.00	693.33	8,320.00	150.00	650.00	7,800.00	140.00	606.66	7,280.00
4.05	162.00	702.00	8,424.00	151.87	658.12	7,897.50	141.75	614.25	7,371.00
4.10	164.00	710.67	8,528.00	153.75	666.25	7,995.00	143.50	621.83	7,462.00
4.15	166.00	719.33	8,632.00	155.62	674.37	8,092.50	145.25	629.41	7,553.00
4.20	168.00	728.00	8,736.00	157.50	682.50	8,190.00	147.00	637.00	7,644.00
4.25	170.00	736.67	8,840.00	159.37	690.62	8,287.50	148.75	644.58	7,735.00
4.30	172.00	745.33	8,944.00	161.25	698.75	8,385.00	150.50	652.16	7,826.00
4.35	174.00	754.00	9,048.00	163.12	706.87	8,482.50	152.25	659.75	7,917.00
4.40	176.00	762.67	9,152.00	165.00	715.00	8,580.00	154.00	667.33	8,008.00
4.45	178.00	771.33	9,256.00	166.87	723.12	8,677.50	155.75	674.91	8,099.00
4.50	180.00	780.00	9,360.00	168.75	731.25	8,775.00	157.50	682.50	8,190.00
4.55	182.00	788.67	9,464.00	170.62	739.37	8,872.50	159.25	690.08	8,281.00
4.60	184.00	797.33	9,568.00	172.50	747.50	8,970.00	161.00	697.66	8,372.00
4.65	186.00	806.00	9,672.00	174.37	755.62	9,067.50	162.75	705.25	8,463.00
4.70	188.00	814.67	9,776.00	176.25	763.75	9,165.00	164.50	712.83	8,554.00
4.75	190.00	823.33	9,880.00	178.12	771.87	9,262.50	166.25	720.41	8,645.00
4.80	192.00	832.00	9,984.00	180.00	780.00	9,360.00	168.00	728.00	8,736.00
4.85	194.00	840.67	10,088.00	181.87	788.12	9,457.50	169.75	735.58	8,827.00
4.90	196.00	849.33	10,192.00	183.75	796.25	9,555.00	171.50	743.16	8,918.00
4.95	198.00	858.00	10,296.00	185.62	804.37	9,652.50	173.25	750.75	9,009.00
5.00	200.00	866.67	10,400.00	187.50	812.50	9,750.00	175.00	758.33	9,100.00
5.05	202.00	875.33	10,504.00	189.37	820.62	9,847.50	176.75	765.91	9,191.00
5.10	204.00	884.00	10,608.00	191.25	828.75	9,945.00	178.50	773.50	9,282.00
5.15	206.00	892.67	10,712.00	193.12	836.87	10,042.50	180.25	781.08	9,373.00
5.20	208.00	901.33	10,816.00	195.00	845.00	10,140.00	182.00	788.66	9,464.00
5.25	210.00	910.00	10,920.00	196.87	853.12	10,237.50	183.75	796.25	9,555.00
5.30	212.00	918.67	11,024.00	198.75	861.25	10,335.00	185.50	803.83	9,646.00
5.35	214.00	927.33	11,128.00	200.62	869.37	10,432.50	187.25	811.41	9,737.00
5.40	216.00	936.00	11,232.00	202.50	877.50	10,530.00	189.00	819.00	9,828.00
5.45	218.00	944.67	11,336.00	204.37	885.62	10,627.50	190.75	826.58	9,919.00
5.50	220.00	953.33	11,440.00	206.25	893.75	10,725.00	192.50	834.16	10,010.00
5.55	222.00	962.00	11,544.00	208.12	901.87	10,822.50	194.25	841.75	10,101.00
5.60	224.00	970.67	11,648.00	210.00	910.00	10,920.00	196.00	849.33	10,192.00
5.65	226.00	979.33	11,752.00	211.87	918.12	11,017.50	197.75	856.91	10,283.00
5.70	228.00	988.00	11,856.00	213.75	926.25	11,115.00	199.50	864.50	10,374.00
5.75	230.00	996.67	11,960.00	215.62	934.37	11,212.50	201.25	872.08	10,465.00
5.80	232.00	1005.33	12,064.00	217.50	942.50	11,310.00	203.00	879.66	10,556.00
5.85	234.00	1014.00	12,168.00	219.37	950.62	11,407.50	204.75	887.25	10,647.00
5.90	236.00	1022.67	12,272.00	221.25	958.75	11,505.00	206.50	894.83	10,738.00
5.95	238.00	1031.33	12,376.00	223.12	966.87	11,602.50	208.25	902.41	10,829.00
6.00	240.00	1040.00	12,480.00	225.00	975.00	11,700.00	210.00	910.00	10,920.00
6.05	242.00	1048.67	12,584.00	226.87	983.12	11,797.50	211.75	917.58	11,011.00
6.10	244.00	1057.33	12,688.00	228.75	991.25	11,895.00	213.50	925.16	11,102.00
6.15	246.00	1066.00	12,792.00	230.62	999.37	11,992.50	215.25	932.75	11,193.00
6.20	248.00	1074.67	12,896.00	232.50	1007.50	12,090.00	217.00	940.33	11,284.00
6.25	250.00	1083.33	13,000.00	234.37	1015.62	12,187.50	218.75	947.91	11,375.00
6.30	252.00	1092.00	13,104.00	236.25	1023.75	12,285.00	220.50	955.50	11,466.00
6.35	254.00	1100.67	13,208.00	238.12	1031.87	12,382.50	222.25	963.08	11,557.00
6.40	256.00	1109.33	13,312.00	240.00	1040.00	12,480.00	224.00	970.66	11,648.00
6.45	258.00	1118.00	13,416.00	241.87	1048.12	12,577.50	225.75	978.25	11,739.00
6.50	260.00	1126.67	13,520.00	243.75	1056.25	12,675.00	227.50	985.83	11,830.00

THE EMPLOYMENT PLAN

PERFORMANCE OBJECTIVE:

Participants should be able to complete each part of the employment plan upon completion of the class.

APPROXIMATE TIME:

One Hour

MATERIALS:

Handout: "The Employment Plan"

PREPARATION FOR ACTIVITY:

Facilitator should make copies of handout

ACTIVITY:

Facilitator should give each participant a copy of the handout and ask them to fill it out.

Each participant may then wish to share her/his employment plan with the group or this may be done in small group format.

The line in the middle is for the participant's signature which makes this a form of contractual agreement between the participant and the facilitator. The facilitator has provided guidance for correspondence development (resume, cover and thank-you letter) and interviewing skills. Through self-identification the participant should now have sufficient information to make the decisions which are targeted around the outside of the circle. The agreement signifies that the participant is ready to begin the job search process. The facilitator may wish to also sign the contract signifying that he/she will help in the job search process.

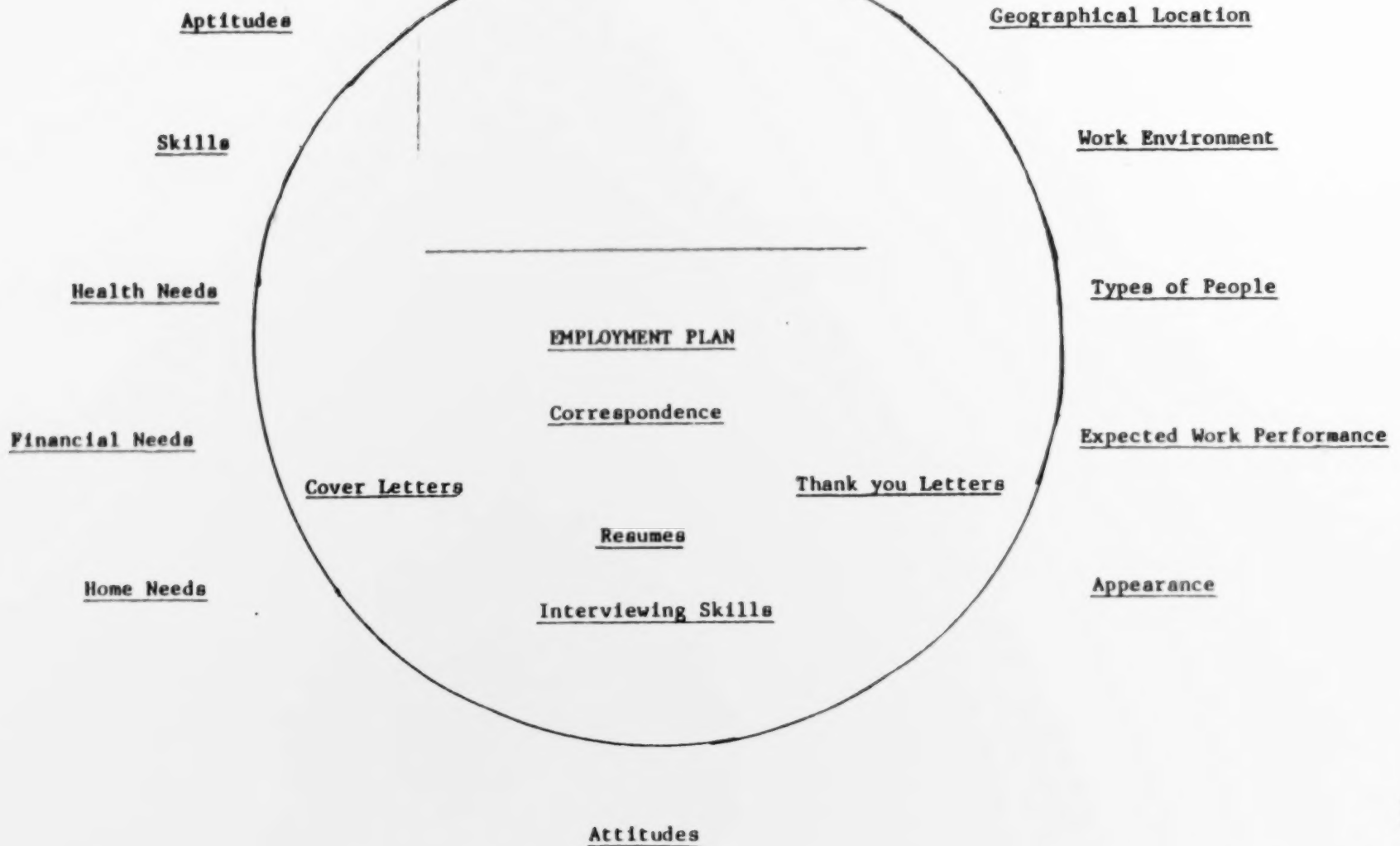
EVALUATION:

Completion of the employment plan and both signatures.

Immediate:

Personal Goals

Future:



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